

# SIERRA EDUCATIONAL NEWS

**I**N the United States during the past year the Commission for the Study and the Prevention of Crime reveals the startling fact that crime and its prevention had cost the people over \$18,000,000,000. During that same time all of the educational opportunities given to the youth of the land cost only \$2,000,000,000. For every dollar spent for education, crime cost our people \$9.

Over a million children are deprived of schools now closed. The outlook is thoroughly alarming. It would be cheaper to educate boys and girls than to try to reform them later.

If night schools, adult education, music, art, physical education and recreational opportunities are taken from our boys and girls, they will surely suffer because of those deprivations.

The United States of America for decades has prided itself upon an intelligent citizenry. The foundations of our government are threatened unless the men and women of tomorrow are given the correct training to prepare them for citizenship.

In California we have been more fortunate than other sections, yet at the last Legislature the greatest efforts were made by selfish interests to reduce even beyond the breaking-point, the support which should be given to our schools by the State.—From Material for California Public Schools Week, April 23, 1934.



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# SIERRA EDUCATIONAL NEWS

Official Publication of California Teachers Association

155 Sansome Street, San Francisco

Willard E. Givens.....President

Roy W. Cloud.....State Executive Secretary

Vaughan MacCaughy, Editor

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# TRAVEL SECTION

## I Discovered Mexico!

H. K. REYNOLDS, *San Francisco*

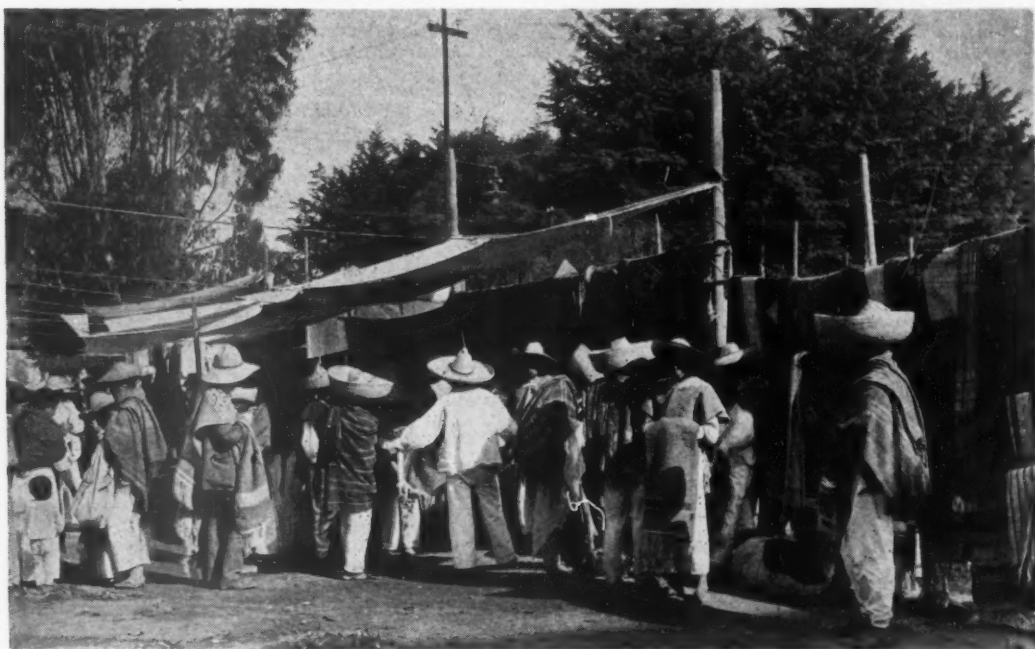
**B**EFORE I left, lots of people gave me advice. "Watch out for the bandits," they said. "Be careful of the food and water." "Don't leave anything lying around or the Mexicans will steal it." I took them seriously. Mexicans, to me, were cruel, whiskered people with bandoliers of cartridges slung around their shoulders. And Mexico was Tia Juana.

I found, instead, that the Mexicans are the friendliest, happiest people in the world. From the poorest peon to the magnificently garbed Charro, they are invariably courteous. I didn't see any bandits. I didn't get any diseases from eating Mexican food or drinking their water. In fact, at Sanborns in Mexico City, I enjoyed the finest meals I ever hope to eat. Honesty? I'm convinced the Mexicans are more honest than we. In Mexican cities, unarmed men carry big bags of money around and no one dreams of molesting them.

One of the most important things about Mexico to me, a mercenary wretch, was the rate of

exchange. It doesn't sound very exciting until you actually come in contact with it. For instance, you walk up to the money-changer's window with \$50 in our money. You walk away with more than \$175 in Mexican money, and that \$175 lasts a long time. A good room with bath and all meals at the Belmar Hotel, Mazatlan, costs \$10 Mex. a day, which amounts to \$2.80 in our money. I don't think you can find a first-class American plan hotel in this country with rates that low! You can live very comfortably in Mexico for \$5 (our money) a day.

It's hard to write a coherent account of a trip to Mexico. You see so much and do so much in a short space of time. You may come back raving about the churches and buildings. I can understand that. Every cathedral I saw had a history behind it that merited days of study. The famous church at Guadalupe, most important religious shrine in all Mexico, might steal a day of your precious time. The Monastery at Acolman might take another day, and the Cathedral at Taxco, and the Diego Rivera murals in the Department of Education Building, and the Cortez Palace at Cuernavaca. Yet



*If you like to shop, you'll fall in love with Mexico*

© Brehme



*I would recommend a stop at Mazatlan*

in a short trip, you must be satisfied with minutes in these fascinating buildings.

I preferred the people and the markets . . . the little bands of wandering musicians called mariachis . . . the tiny, big-eared burros with their enormous loads of pots and hay . . . and everything else under the sun . . . the plazas with their loafing crowds . . . the music. Life in Mexico is set to music. They must have a hundred holidays and fiestas every year, and every one calls for music. The bands are excellent.

**M**OST of us, when we want to "get away from it all," think in terms of far away places. Yet Mexico is one of the most foreign countries in the world, and the closest. Everything in Mexico is different. The fields are fenced with walls of adobe or rock instead of wire. The peons are clothed in sarapes, sandals and sombreros instead of drab American clothes. The roads are mainly dirt and the small town streets are paved with cobble-stones instead of tiresome asphalt. Burdens are carried on tiny burros instead of trucks. And life is leisurely there. No hustle and bustle. You may go down there with the ambition to see it all in two weeks. But you'll find yourself falling in step with Mexico almost at once. Your guide book goes back in the suit-case. You begin to really live. And why not? The spirit of Mexico is best expressed in one of their proverbs:

*Si tu mal tiene remedio, por que te apuras?*  
*Si tu mal no tiene remedio, por que te apuras?*  
 "If your trouble has a remedy, why worry?  
 If your trouble has no remedy, why worry?"

I could list a hundred places you should see in Mexico, but most of them would be by hearsay. From my own experience, I would recommend a stop at Mazatlan for a night in the beautiful Belmar with your window overlooking the tropic bay. The hand-made leather-work in

the market-place is beautiful. Guadalajara is worth as many days as you can spare. Visit the pottery-works and the place where bubble-glass is made. And by all means see the market-place. Mexico City is distinctly metropolitan, with paved streets, magnificent buildings and traffic signals. Its hotels and restaurants are excellent, and it's the base of operations for many trips to surrounding places.

Xochimilco's floating gardens are only 45 minutes from the heart of Mexico City. You should go on Sunday when the Mexicans are out to play. I think a trip through these canals in a small boat poled by a small boy must be one of the most beautiful and restful experiences in the world. Taxco is well worth seeing, and so is Cuernavaca, the week-end retreat of Mexico City. Don't miss the Pyramids at San Juan Teotihuacan.

I saw all these. And when I go again, I'm going to see Oaxaca, where the most beautiful sarapes are made, and Orizaba, where orchids grow like weeds. I want to see San Angel, with its beautiful tiled cupolas. It's only a short distance outside of Mexico City, but I missed it. Some day, I want to go down into Yucatan and see the monuments left by the Maya Indians.

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*I think a trip through these canals in a small boat poled by a small boy must be one of the most beautiful and restful experiences in the world*



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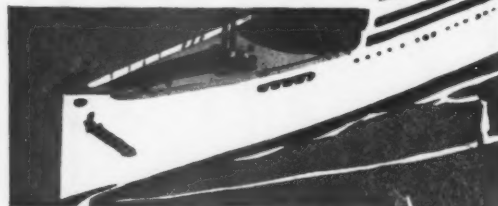
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Colorful crowds come down to meet the train at every stop. You can stopover anywhere you like and continue about when you please. But I wouldn't advise you to stop in any of the smaller places without checking first on the hotel accommodations. I can vouch for those in Mazatlan and Guadalajara.

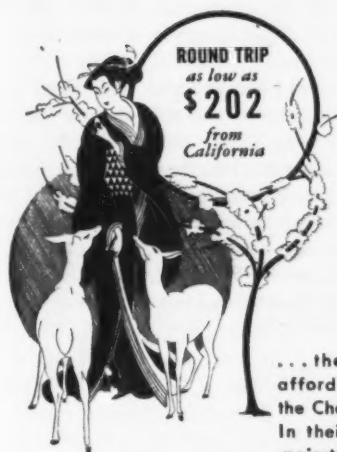
The climate in Mexico is one of its most misunderstood features. Before I went, I thought of it as a dry, hot, flat country with lots of cactus. I found that Guadalajara and Mexico City have a much better climate than California can boast. They're in the Torrid Zone. But the sun's heat is tempered by the altitude. Mexico City is 7440 feet above sea level and Guadalajara is 5000 feet. Their days are pleasantly warm and the nights pleasantly cool all year 'round. The principal difference between winter and summer is the daily rain in summer, lasting one or two hours—just enough to settle the dust and bring out a magnificent display of flowers. There is no rain in winter.

While winter has been the "tourist season" in Mexico, residents of Mexico City and Guadalajara prefer the summer because of this light, daily rain.

### Alluring Shops of Mexico

If you like to shop, you'll fall in love with Mexico. Tonaltecán and other kinds of pottery, all made by hand, of course . . . bubble glass, made to order while you watch . . . gorgeous hand-woven sarapes in bright colors or in the more sober colors the peons wear . . . sombreros . . . hand-tooled leather goods . . . hand-hammered silver-ware . . . furniture of beautifully polished hardwoods in modernistic designs, or elaborately carved . . . chests of lacquered orange wood . . . baskets, millions of baskets . . . and so on. The prices are exceedingly low. And as far as I know, the Mexicans haven't discovered yet (as the Europeans have) that Americans are uniformly rich.

For many years, Mexico has been off the beaten path of tourist travel. This year a strong tide of travel is beginning to flow that way. I hope that the type of tourist that made Americans the joke of Europe will never discover Mexico. I hope that when you go you will go as a friend, an understanding friend. If you do, you will thoroughly enjoy Mexico and Mexico will treat you well.



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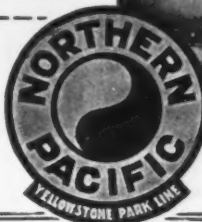
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## Yellowstone Captivated Us

DON TEMPLE, *San Francisco*

**S**O many scenic attractions does our own State of California possess that when someone asks, "Why should I visit Yellowstone Park?" one may be caught quite unprepared and at a loss for an answer—unless one has visited Yellowstone.

We should visit Yellowstone Park because it possesses (besides many of the scenic features—mountains, lakes, forests, rivers, etc.,—that we have near at home) a host of strange and mystic manifestations which we do not have! Great geysers shoot. Hot springs, almost numberless, flow in myriad colors.

Large beds of mud boil in the earth, blubbling like a porridge pot, only many times louder. These wonders are not duplicated here at home. Another attraction, by many regarded as greatest of all, is the Great Fall and Grand Canyon of the Yellowstone.

At first mention of "fall" and "canyon" our interest is apt to wane a bit. We have so many waterfalls, so many deep, rugged and awe-inspiring canyons nearby in our own mountains. But the Great Fall and Grand Canyon of the Yellowstone is different from them all. Its sides flame with dazzling golden colors—a gigantic pit cradling in its mist the jade-green Yellowstone River.

No Westerner can claim to know the West who has not witnessed the strange sights and beauties of Yellowstone Park.

Yellowstone Park is the nation's first and oldest park. In it the National Park idea was born—an idea that has meant so much to California and to the preservation of our outstanding natural areas. Yellowstone Park's phenomenal wonders attract year after year a more representative attendance (from each of our 48 states, from our territories and from foreign countries) than any other park within our national boundaries.

Yellowstone Park is so accessible to us. It is right

on our way when we go to the Middle West or on to the East. Last summer a large number from our state included a Yellowstone Tour en route to or from Chicago, and with the Exposition re-opening again for the coming summer, it is likely that many more will do the same. No extra railroad fare is incurred by doing so. In case St. Louis, Cleveland, or points in the Middle Atlantic and New England States, rather than Chicago, should be the ultimate destination, the same holds good. It is equally unnecessary on a trip of this kind to traverse the same territory twice.

When we went East last year we set out in June right after the close of school. Our first stop was Portland. We arrived most opportunely to enjoy the annual June Rose Festival of the Rose City. This time we went up the coast by train. Next time, for variety, we will go by boat. After Portland we enjoyed a few days of interesting sightseeing at Seattle and Spokane.

It was a welcome relief in temperature to travel through the cool Washington, Idaho and Montana mountains. Our arrival at Gardiner Gateway, Yellowstone Park, was just as timely as at Portland. The park had opened for the season just two or three days before and we were among the first arrivals. As a consequence we received delightful attention, which might not have been so much the case if we had arrived with later crowds. We learned that Yellowstone hotels and lodges

are famous for their individual style of hospitality at all times.

**I**T is very important to see Yellowstone's wonders in the most interesting order. We began by viewing Mammoth Hot Springs, then proceeding on to the geysers, Yellowstone Lake and the Grand Canyon. From that point we left the park via the Cody Road across the Buffalo Bill country to Cody, Wyoming, traversing a highway ranking with the Pike's Peak road which figured in our home-bound journey, but altogether different.

Even if one is pressed for time on a trip east, the Yellowstone Tour is feasible. This year, I am told,



*World-famous Old Faithful rears its white plume of beauty once every hour to a height of 150 feet*

the complete sightseeing trip of the park has been shortened to 3½ days. While this must be regretted from the standpoint of the park lover who recognizes the multitude of things to see and days required to see them, saves precious hours on a vacation trip and dollars besides.

We shall never forget Yellowstone! We are eager to go again!



HERE IS RELEASE from wearisome routine—the soothing peace of the South Seas to solace harried nerves and remodel dispositions frayed by trying days and endless tasks—enchanted adventure, to capture anew the thrills of anticipation, the delights of joyous realization. Today, the blue and silver of the silken Pacific. Tonight, the purpled heavens spangled in tropic starlight. Tomorrow, an Eden-like Isle and the age-old spell of pagan harmonies surging with the cadence of the sighing surf.

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## "Yosemite in Spring"

DORIS SCHMIEDEL, *Yosemite National Park*

"COMPARATIVELY few Americans know their national parks," says Secretary of the Interior Ickes, "and this year, when our money goes so much farther at home than abroad, Americans have an extra inducement to see America. Our national parks contain the outstanding scenery of the United States, much of it unequalled in the world."

He is, of course, referring to all our national parks, but it is also true that, if money goes farther at home than abroad, it also goes farther in California than out and, of a total of 22 parks in the United States and its territories, four are in California. Californians will do well to see their own national parks first, both because of financial considerations and because of the wealth and variety of superb scenery within their boundaries.

Of the four, Yosemite—the largest and oldest—offers the most in scenery, recreation, historical interest and the study of the marvels of nature. Its story is the story of the Ice Age, of the Gold Rush days, of hand-to-hand conflicts with the Indians, of travelers from the far corners of the earth, who, hearing of the splendors of this valley, braved the discomforts of arduous days on mule-back and in stages, that they might view it with their own eyes. "Sequoia Gigantea," found in their age-old magnitude only in California, were first discovered in the Yosemite region in what is now known as the Mariposa Grove of Big Trees.

The town of Mariposa, on the All-Year Highway, is ripe with memories of the days when it boasted 12,000 inhabitants, when it was a political, financial and intellectual power, when the flower of the southern states mixed with the "heathen Chinese" and the East Indian in quest of gold in the days of '49. Here one of the richest veins in the State of California was discovered, the "Johnson vein of Mariposa." Historic buildings still stand, and nearby ghost towns, with names as fascinating as their history—Hornitos, Quartzburg, Indian Gulch, Mount Bullion—offer endless interest and research to the present-day traveler. It was in the Yosemite region that Black Bart, famous bandit, brought thrills of terror to stage-coach passengers and finally met his downfall.

Yosemite Valley itself, called by the Indians "Ahwahnee" or "deep, grassy valley," because of the abundance of vegetation, is cut 3000 feet deep in granite, as if sculptured by some giant hand. Those who have not seen the colossal scale of Half Dome, the great monolith, El Capitan, the tapering beauty of Cathedral Spires, have missed three of the world's supreme wonders.

In this quiet valley, seven miles long and a mile wide, are more high waterfalls than anywhere else on earth. Yosemite Falls, most splendid of all, leaps from a sheer cliff to drop 1430 feet, only to fall twice before it reaches the valley floor and joins the smooth-flowing Merced River, 2565 feet below. Swirling foam, like a mystic veil, shrouds the lower portion of Bridal Veil Fall. In the Merced Gorge, where the river churns its way madly over broken boulders, stately Vernal and wild Nevada fling their foam. These are only a few of the waterfalls that have brought Yosemite fame.

NOT rich in beauty only, Yosemite's many diversions are enhanced by the splendor of the setting. Seven trails lead to vantage-points on the valley rim, where panoramas of cliffs and domes fuse into a background of snow-capped peaks—the crest of the Sierra Nevada Range. These are finely built trails, equally good for rider or hiker, and, in some instances, oiled. Shady bridle paths traverse the floor of the valley, from Tenaya Canyon to El Capitan Meadows. Riding is a delight along talus slopes, close to roaring cataracts, across meadows, beside crystal-clear streams.

Drives are many and roads are good. An excellent new highway from Yosemite to Wa-

(Please turn to Page 56)



Mirror Lake, where the third annual Yosemite Easter Sunrise service will be held April 1 at 10 o'clock, as the sun makes its first appearance over Half Dome



## Have you seen THESE waterfalls at EASTER?

There's an Easter vacation coming soon—just when Yosemite's thundering waterfalls are at their best, and Spring is bursting into life! Plan a full week for trail rides, hikes, golf, tennis in this magnificent setting, and a tour to the Mariposa Big Trees, now accessible all year. It's not expensive. Accommodations range upward from \$18 a week for two persons, European Plan. The famous Easter "double" Sunrise Service will be held again this year, beside Mirror Lake, at approximately 10 a. m. Drive up in 2½ hours, from Merced, or come overnight by train (new low fares) from San Francisco or Los Angeles. Ask your travel agent now for scenic folders, or at any Yosemite office: San Francisco, 39 Geary St.; Los Angeles, 540 W. Sixth St.; & Yosemite National Park.

# Yosemite

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## Hawaiian Holiday

MARY E. ATKINSON

*La Mesa Grammar School, San Diego County*

**F**AR from the city of Honolulu on the Island of Hawaii is the beautiful and historical Kona Coast. It is alive with ancient legends, ruined Hawaiian temples and historical buildings which tell the story of the transition of pagan Hawaii to Christianity. Its verdant coffee-covered slopes interspersed with purple-brown, barren lava flows, its sheltered beaches and palm fringed shores add to its charm.

Here at Kailua, principal port for the Kona Coast and a favorite rendezvous for deep-sea fishermen stands Kona Inn, modern, built by some far-seeing person who chose just the right type of building for its setting. The Inn, a small bay nearby and the grounds of the old palace, used by the Kamehameha dynasty, is the center of the celebration.

A real Hawaiian celebration, not the luau (feast) which one sees in motion pictures and reads about in all stories of Hawaii, but a community celebration typifies the odd mixture of traditional and modern Hawaii. Such is the celebration commemorating the completion of the last portion of the road which completely circles the island. Men have built roads and celebrated their completion since time immemorial but never could any celebration have been so unique.

In the evening a monstrous luau is held at the palace grounds. Roasted pig—steaming hot is taken from the imu or ground oven, huge bowls of poi, many kinds of fish, salty seaweed, juicy and pungent pineapple and delectable cocoanut desserts, followed by fragrant Kona coffee are just a few of the delicacies.

At the Inn those who can not gain entrance to the luau dine in a dining-room, one side of which is opened to the sea, and listen to the music of an Hawaiian band dressed in white uniforms. Colored lights and banners and gleaming instruments present a riot of kaleidoscopic color and rhythm. Real Hawaiian hulas, Hawaiian songs and langorous music are part of the evening. One feels sure that he is living in the old Hawaii for the grass-hut and setting are perfect.

Hawaii is a land of contrasts but it is at the dance which follows that one begins to realize the racial harmony and tolerance of this "cross-roads of the Pacific."

In the perfumed coolness of the night beneath rustling palms and hibiscus blossoms and under tropical stars so brilliant that one feels that one can reach out and touch them, dances the Governor's lady dressed in the traditional Hawaiian formal dress, the holoku, an adaptation of the Mother Hubbard introduced into the Islands by the missionaries and a graceful reminder of the missionary influence. After a second look one discovers that the dress is made from the exquisite Chinese brocade that can be bought in the stores of Honolulu.

One sees American girls in modern evening dress and tiny Japanese women in kimonos. Solemn-eyed Chinese, unable to overcome their racial solemnity, sit on the side lines with their numerous offspring gathered sleepily around them. There are many Portuguese with their melting brown eyes and, of course, the American sailor in his white tropical uniform. One meets the "hapa-haole" (half-white), a charming, interesting and often beautiful combination.

At last it is "pau" (finished) but for those who have experienced their first Hawaiian holiday it is an experience unique and just the beginning of a long procession of memories.

(Travel Section continued on Pages 55 to 60)

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## Education for the New America

WILLARD E. GIVENS, *President, California Teachers Association*

**W**E stand today at the verge of a great culture. We are now entering an era in which man can bring forth a civilization of abundance, of tolerance, and of beauty.

We need to build a great program of studies for the schools of the New America. One central core of that program must be a new social science which will be built directly from the factors and problems of our contemporary society; from the economic and social trends which produced the current crisis. Our youth must confront squarely the controversial issues of our day and by constant study and continuous practice in forum discussion comprehend the factors that produced our crisis and the alternative roads ahead.

A second central core of the new program must be a great stream of creative and appreciative activities. If the American is to live to his fullest capacity, he must be given an opportunity to develop to the utmost his capacity for expression and appreciation.

We share the contribution, both material and cultural, of other nations. We must learn to live as good neighbors since we shall benefit most if each nation has a share in the orderly and unified progress of mankind.

Teachers in all grades and in all subjects must inspire pupils to acquire not only information about foreign countries but right attitudes—the ability to think and feel without baseless prejudice.

Things stressed in the new era will be honesty, tolerance, fair play, and dignity of labor. The employer will be permitted to make a fair profit on his investment. The laborer will be protected in his rights. An equitable distribution of income will be sought. This means co-operation.

Education in a modern democracy is a continuing process. There is no such thing as stable equilibrium in mental growth. The menace of the provincial mind is found in the trend toward economic nationalism, political demagoguery, jingoism, dictatorships, militarism, and the subversion of choice in action under organized propaganda.

The public forum movement is the one aspect of modern trends in education that is seeking to train people to face facts in the present social order. It should be encouraged in every community.

A substantial contribution from the school in the training of young people in the profitable use of leisure time is found in the ability to choose and evaluate the worth of leisure time activities.

**T**EACHERS are confused and bewildered by the issues involved. Freedom to teach the truth in the classroom is not yet established. The public schools must conserve the best of our civilization and train for open-mindedness and adaptability. The basic ideals of a democratic society in America are still fundamentally sound. The chief purpose of the school must be to develop the youth of America in the direction of personal enrichment, refinement, expansion, and expression of the life of each individual. Teaching truth, cultivating high ideals of human value and welfare, training in habits of open-mindedness and in attitudes of willingness to change from the old to the new, holding up ideals of good long established by human experience—these are some of the guide-posts to follow into the future.

# SIERRA EDUCATIONAL NEWS

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## The Cleveland Meeting

ROY W. CLOUD

THE convention of the Department of Superintendence, National Education Association, held in Cleveland, Ohio, from Friday, February 23, to Thursday, March 1, brought together over 10,000 superintendents, high school principals and college presidents and professors.

Seventy-three Californians were in attendance while a large number of former residents greeted their friends from the Golden State.

The National Council of Education as part of the convention met on Friday and Saturday with Dr. William C. Bagley, Teachers College, Columbia University, presiding. During the discussions at the Council, Dr. Johnson substituting for James M. Wood, president of Stephens College, Columbia, Missouri, and Edward S. Evenden, Teachers College, discussed the junior college in the educational program. W. E. Pike of the University of Minnesota talked on the junior college movement and outlined the need of an expanded educational program. His description of the junior college was that it was particularly an American institution whose functions could not be clearly defined as either collegiate or secondary but which showed an increasing tendency to differentiate between upper and lower division work in order to provide facilities for better general education to a greater number of persons than could formerly secure the advantages of a college education.

Dr. Henry C. Morrison of the University of Chicago talked upon sincerity in the present educational situation. Dr. Morrison expressed doubt as to the results obtained from certain phases of educational work. His doubt provoked considerable discussion from the floor of the convention and much of the opposition to his statements was led by Dr. Thomas H. Briggs of Teachers College.

Dr. Harold Rugg, also of Teachers College, led a discussion covering the work done in

scientific methods and discussed psychology, physiology and sociology. All discussions at the Council were illuminating and helpful.

The convention of the Department of Superintendents convened with vesper services on Sunday. In his opening remarks President Paul C. Stetson, Superintendent of Schools, Indianapolis, said "It is our hope that this Cleveland meeting, dedicated to the welfare of our public schools, will provide concrete solution to our problems and will give us the courage to face squarely and frankly our many and perplexing difficulties."

The California Breakfast on Monday morning at 7:10 brought together 104 Californians and their invited guests. The Breakfast was held at the Cleveland Hotel. Zero weather prevailed outside. Willard E. Givens, Superintendent of Schools, Oakland, and President of California Teachers Association, presided.

With him at the speakers table were: Jesse W. Gray, President, National Education Association; Florence Hale, New York City; Dr. Thomas W. Gosling, newly-elected director of the National Junior Red Cross, Akron, Ohio; William H. Holmes, Superintendent of Schools, Mount Vernon, New York; Dr. E. E. Oberholtzer, Superintendent of Schools, Houston, Texas; Dr. O. S. Pratt, Superintendent of Schools, Spokane, Washington; Joseph H. Saunders, Superintendent of Schools, Newport News, Virginia; Dr. Henry Lester Smith, Indiana University, Bloomington, Indiana; Dr. David E. Weglein, Superintendent of Schools, Baltimore, Maryland; Mr. Will Crawford, Superintendent of Schools, Hawaiian Islands; Charl Williams, Washington, D. C.; and Honorable Vierling Kersey, Superintendent of Public Instruction of California.

These invited guests with others present were introduced and in most cases made interesting though short talks.

The following secretaries of State Teachers Associations were also present: Vernon O. Tolle, Santa Fe, New Mexico; Arthur L. Marsh, Seattle, Washington; Charles O. Williams, Indianapolis, Indiana; J. Herbert Kelley, Harrisburg, Pennsylvania; and C. J. Heatwole, Richmond, Virginia.

Other guests who had been invited to attend were the following members of the Classroom Teacher Division of the N. E. A.: Florence Billig, Detroit; Lotta B. Fowler, Milwaukee;

Christine Hyslop, Seattle; Florence Weschler, Erie, Pennsylvania; and Lula Mock, Dallas.

**T**HE following Californians were present at the Breakfast: A. K. Allen, Houghton Mifflin Co., San Francisco; J. Warren Ayer, Monrovia; Walter L. Bachrodt, San Jose; Dr. Edna W. Bailey, Berkeley; W. F. Barnum, Santa Monica; John Beers, Macmillan Company, San Francisco; Margaret E. Bennett, Pasadena; John Branigan, Needles; Dr. Marion Brown, Oakland; George C. Bush, South Pasadena; Mr. and Mrs. F. A. Bouelle, Los Angeles; Dr. E. R. Butterfield, Burbank; Katherine Carey, Los Angeles; R. D. Case, Salinas; Emmett Clark, Pomona; Walter J. Clark, Berkeley; A. J. Cloud, San Francisco; Roy W. Cloud, San Francisco; F. W. Corson, Berkeley; Dr. Karl Cowdery, Stanford University; Dr. Percy R. Davis, Santa Monica; Esther Dayman, Mills College; Walter C. Eells, Stanford University; William F. Ewing, Oakland; Dr. Arthur S. Gist, Arcata; B. H. Gibbon, Alhambra; Jennie Y. Freeman, Glendale; Willard E. Givens, Oakland; E. G. Gridley, Berkeley; J. M. Gwinn, San Francisco; Dr. H. C. Hand, Stanford University; Frank A. Henderson, Santa Ana; John A. Hockett, Berkeley; O. S. Hubbard, Fresno; Dr. Cecil L. Hughes, Berkeley; Harry W. Jones, Piedmont; Mr. and Mrs. M. G. Jones, Huntington Beach; Dr. G. N. Kefauver, Stanford University; Dr. W. W. Kemp, Berkeley; Honorable Vierling Kersey, Sacramento; Ira C. Landis, Riverside; Mr. and Mrs. R. H. Lane, Los Angeles; Dr. Edwin A. Lee, San Francisco; Vincent P. Maher, Los Angeles; Gertrude Mallory, Los Angeles; Carlton H. Mann, Los Angeles; Melroe Martin, Salinas; Homer L. Neapass, Santa Barbara; A. C. Olney, Kentfield; William G. Paden, Alameda; Mrs. Georgia B. Parsons, Hollywood; Dr. W. M. Proctor, Stanford University; Bertha E. Roberts and Miss Roberts, San Francisco; Dr. Lester B. Rogers, Los Angeles; Dr. J. B. Sears, Stanford University; John A. Sexson, Pasadena; Albert M. Shaw, Los Angeles; Mrs. Josephine Smith, Los Angeles; Dr. Lewis W. Smith, Berkeley; Dr. Fletcher H. Swift, Berkeley; Fred Tate, Stockton; F. L. Thurston, Los Angeles; L. B. Travers, Los Angeles; E. L. Van Dellen, Ventura; Curtis E. Warren, Burbank; Mr. and Mrs. R. D. White, Glendale; Dr. Elizabeth Woods, Los Angeles.

**F**ORMER Californians present were R. D. Lindquist, Columbus, Ohio; Sarah W. Sturtevant, New York City; Frank W. Hubbard, Washington, D. C.; Will G. Carr, Washington, D. C.; Gilbert L. Betts, Madison, Wisconsin; John Guy Foulkes, Madison, Wisconsin; Alvin E. Pope, Trenton, New Jersey; Mildred Moffett, Columbus, Ohio; Phyllis Abee, Hutchinson, Kansas; L. W. Reese, Columbus, Ohio; John K. Norton, Teachers College, Columbia University, New York City; Mrs. John K. Norton, New York City; Chester A. Pugsley, Buffalo, New York; L. Thomas Hopkins, New York City; M. R. Dodd, Charleston, West Virginia; John W. Hall, Reno, Nevada; and Ralph W. Swetman, Oswego, New York.

The following were also present at the Breakfast: George T. Avery, Fort Collins, Colorado; R. E. Bloser, Columbus, Ohio; A. B. Sias, Athens, Ohio; R. B. Moore, Columbus, Ohio; William E. Hendrie, New York City; W. H. Laidlaw, Chicago, Illinois; Cameron Beck, New York City; and S. P. Nanninga, Albuquerque, New Mexico.

The meetings which followed were filled with most interesting and helpful addresses. Practically all brought to the attention of the gathering the necessity for concerted action to restore the school conditions which existed prior to 1929. The thought constantly recurred that the reductions in salaries, the increased load of teachers, the shortened hours of instruction, the reduced months of school sessions and the elimination of curricula activities were all helping to lessen the democratic ideals in the country.

**A**MONG outstanding speeches were the following:

Dean William F. Russell of Teachers College, Columbia University, speaking on the Six Point Program for Federal Aid, emphasized the fact that it would be necessary for the federal government to give at least \$50,000,000 at this time for the continuation of the program until July, 1934, and at least \$400,000,000 to maintain public education during the next school year. Time after time Dean Russell stressed the point that it would be necessary for the states themselves to contribute the major portion of the costs of education so that they could decide the program which should be followed, his fear being that should they not do so the federal government might endeavor to control the entire situation. He said "Those who pay the fiddler have the right to call the tune." His plan of distribution would require the government to give \$11 per pupil for every child in average daily attendance in all of the schools of the nation.

Dr. Arthur B. Mohlman of the University of Michigan made the startling statement that in 1933 there were 200,000 legally qualified teachers without positions in the United States. His address pointed to the necessity of proper teacher production and a well developed plan for the training of the teachers of the nation.

Edward A. Filene of Boston, Massachusetts, talked on the demands of modern education. He said that the drastic changes which had come about because of economic conditions had been a saving factor in bringing a normal condition into many of the school courses.

Dr. E. C. Hartwell, Superintendent of Schools, Buffalo, New York, talked on the dividends from education. His address was heartening and in it he expressed the belief that the people of America do believe in the principles of democracy and of free public education.

Honorable Royal S. Copeland, United States Senator from New York, gave one of the most outstanding of the addresses. Dr. Copeland is chairman of the Committee of the United States Senate, studying crime and its prevention. He stressed the need for citizenship training and begged his hearers to endeavor to so co-operate with the homes of the nation that correct habits might be secured and accentuated. He stated that the study of his committee had shown that for every dollar expended for education in the United States more than three times as much was spent for the prevention of crime.

He expressed the hope that a professional dignity might be established through the passage of federal aid bills which would give a status to the teaching profession comparable in its dignity, authority and remuneration to that of the doctor, the lawyer and the clergyman. He ex-

pressed the hope that remedial treatment could be provided for the schools of the nation in order that the children might be brought to a realization of their opportunities and their privileges.

**A** NUMBER of notable radio broadcasts were made during the session, among them being that of the President of California Teachers Association, Willard E. Givens; Worth McClure, Superintendent of Schools, Seattle, Washington; Dr. Merle C. Prunty, Superintendent of Schools, Tulsa, Oklahoma; Milton C. Potter, Superintendent of Schools, Milwaukee, Wisconsin; Mr. Edgar Doudna of the University of Wisconsin; and Edwin C. Broome, Superintendent of Schools, Philadelphia, Pennsylvania.

The Joint Commission on the Emergency in Education under the direction of John K. Norton made a comprehensive study of the needs of the children of America and made recommendations concerning the efforts of all engaged in education in order that further curtailments may not be requested. It was the hope of the committee that not only would funds be provided for the continuance of an adequate educational program, but that greater activity might prevail in the fields of adult education and in the development of the arts such as music, drawing; and the cultural studies and that health education shall be so increased that the children of tomorrow may be able to take their places in a changed world and do their part to keep the United States of America really a land of freedom and of opportunity.

**D**URING each afternoon of the convention conference committees considered problems vital to the welfare of the public schools. Their findings will be published by the Department of Superintendence and distributed to the schools of America in order that those who were not fortunate enough to be in attendance at the big meeting might know and consider the ideas and plans which the leaders of American education believe essential for the education of all of the children of all of the people.

At the election of officers Dr. E. E. Oberholtzer of Houston, Texas, was elected president, and George C. Bush, Superintendent of Schools, South Pasadena, was elected a member of the Executive Committee which looks after the welfare of the Department. The Executive Committee is composed of four members, each selected for a four-year term.

Although few school board members attend the Department, Dr. E. R. Butterfield of Burbank, a California school trustee, was present.

\* \* \*

## Three Western Books

ROY W. CLOUD

**T**HE D. Appleton-Century Company of New York has published an interesting story of Mormonism, entitled *The Proselyte* by Susan Ertz. The setting is in the days of Brigham Young. The book deals with the journey of a large group of proselytes or converts to Mormonism from England to Salt Lake City. The leader of the train, Joseph and his wife Zillah, are the principal characters. The struggle of

these two to keep the recent converts in a believing spirit is interestingly told. Brigham Young's ideas of plurality of marriage are seriously considered. The entire story is intensely interesting.

**R**IDING the High Country by Patrick T. Tucker, is a new book from the Caxton Press, Caldwell, Idaho. This is a true and fascinating story of real cowboys who rode the ranges from the Rio Grande to the Peace River. "Tuck" Tucker and Charley Russell are the parties who lived the thrilling, exciting life of carefree cow punchers. There are 200 pages of absorbing interest.

**T**HE Journey of the Flame is a story of one year in the life of Don Juan Obregon, known during past years in the Three Californias as Juan Colorado and to the Indians of the country as The Flame.

An intimate history of Western life told in a manner to hold the reader is given on the 100th birthday of The Flame. The story of a trip from Mexico to Monterey Bay with Don Fermin Sanhudo, special envoy from Spain to the Californias, is the means of depicting the intimate family pictures of residence in the new Western world. The book is published by Houghton Mifflin Company.

\* \* \*

## New Radio Programs for March

ELLIS G. RHODE, *San Jose*

(Reader should consult February issue of Sierra Educational News for extended list of educational radio programs.)

**Changes in time of programs: Fridays—**5:5-15 p. m. *Mindways—Stories of Human Behavior*, Dr. Stoltz and Dr. Dickson. KGO, KFSD (changed from Mondays).

**New Programs: Mondays: 3:45-4 p. m.** *Americanism—the Youth Movement*. By University of California. KPO, KECA, KFSD (takes place of *Mindways—the Human Story*).

**Tuesdays: 4:15-4:45.** *You and Your Government—Series Seven; Reviving Local Government*. By National Advisory Council. KPO, KECA.

**Saturdays: 2:30-3 p. m.** *Economics of the New Deal*. By National Advisory Council on Radio in Education. Speakers leading authorities in economics. KGO, KFSD.

### Music

**Wednesday: 1:45-2-15 p. m.** *Real Folk Music of the South*. Sung and played by natives of South. Directed by John Powell, noted Virginia composer and pianist. KPO, KECA.

### Science

**Tuesdays: 1:15-1:30 p. m.** *Prehistoric Game Trails*. Tracing the origin of these pathways which have since become the world's great highways. By Carl Claussen, noted explorer and archeologist. KGO, KECA, KFSD.

### Social Science

*Makers of History* (Wednesdays, 7:30-8 p. m. KFI). March 21, *Repulse of British Army at Charleston*; March 28, *Surrender of Burgoyne*; April 4, *George Rogers Clark's Capture of Vincennes*; April 11, *John Fitch's Steamboat*; April 18, *Surrender of Cornwallis*; April 25, *Invention of Cotton Gin*.

## C. T. A. Northern Section

### Teaching Staffs Enrolled 100% in C. T. A.

*Mrs. Portia F. Moss, Secretary, C. T. A. Northern Section, informs us, February 16, 1934, that the following schools are enrolled 100% in C. T. A. for 1934:*

**Alpine County:** Webster School.

**Amador County:** Elementary schools—Jackson Valley, Pioneer, Union and Volcano. Jackson Union High School.

**Butte County:** One-teacher schools—Atkins, Berry Creek, Bidwell, Big Bar, Big Bend, Centerville, Central House, Cherokee, Clear Creek, Clipper Mills, Cohasset, Concow, De Sabla, Floral, Honcut, Kings, Laingland, Lone Tree, Meridian, Messilla Valley, Mooretown, Morris Ravine, Mount Spring, Nimshew, River, Rock Creek, Union and Yankee Hill. Two-teacher schools—Bangor Union, East Gridley, Forest, Magalia, Pleasant Valley, Richvale, Rockefeller, West Liberty and Wyandotte. Four-teacher schools—Manzanita, Shasta Union and Thermalito. Five-or-more teacher schools—Durham Grammar, Gridley Woodrow Wilson, Gridley McKinley, Oroville Bird Street, Oroville Burbank, Oroville East Side, Biggs High, Gridley High and Oroville High.

**Colusa County:** All schools are 100%. Elementary schools—Antelope, Arbuckle Union, Black Mountain, Boggs, Bridgeport, Butte Creek, Cachil Dehe, Central, Colusa, Cortina, Glenn Valley, Grand Island Union, Harmony, Indian Valley (Joint), Johns, Little Stony, Maxwell Union, Pierce, Princeton Union, Spring Valley, Wildwood (Joint), Williams Union. High Schools—Colusa Union, Maxwell Union, Pierce Joint Union, Princeton Joint Union, Williams Union.

**El Dorado County:** Elementary schools—Brandon, Buckeye, Camino, Canyon Creek, Carson Creek, Cave Valley, Cold Springs, Coloma, Deer Valley, Diamond Springs, Fairplay, Georgetown, Gold Hill, Green Valley, Greenwood, Kelsey, Latrobe, Live Oak, Mountain, Mount Aukum, Negro Hill, Pilot Hill, Placerville, Spanish Dry Diggings, Springvale, Summit, Tennessee, Union, Uniontown, United, Webber Creek, Wildwood. El Dorado County High School.

**Glenn County:** Elementary Schools—Butte City, Cherokee, Codora, Edison, Emigrant, German, Hamilton Union, McIntosh, Orland Union and Willows Union. High Schools—Glenn County, Hamilton City Union and Orland Joint Union.

**Lassen County:** All schools are 100%. Elementary Schools—Amedee, Bieber, Bird Flat, Bridgeport, Butte, Center, Constantia, Dixie Valley, Eagle Lake, Fairview, Honey Lake, Janesville, Jefferson, Johnstonville, Juniper, Lake, Long Valley, Madeline, Milford, Missouri Bend, Pit River, Poplar, Providence, Richmond, Ravendale, Riverside, Secret Valley, Soldier Bridge, Standish, Washington, Willow Creek, Ash Valley (Emergency), Pioneer (Emergency). Susanville—McKinley, Washington, Lincoln. Westwood—Junior-Senior High and Lassen Union High.

**Nevada County:** Elementary Schools—Birchville, Boca, Chicago Park, Floriston, Forest Springs, French Corral, N. San Jaun, Oakland, Overton, Washington and Wolf. High Schools—

Grass Valley Union, Meadow Lake Union, Nevada City.

**Placer County:** Elementary Schools—Ackerman, Alta, Alta Vista, Applegate, Blue Canyon, Central, Christian Valley, Clipper Gap, Columbia, Drum, Dry Creek, Dutch Flat, Edgewood, Emigrant Gap, Fair Oaks, Foresthill, Fruitvale, Gold Hill, Iowa Hill, Lincoln Union, Lone Star, Meadow Vista, Monte Rio, New England Mills, Norden (Emergency School), Ophir, Penryn, Riverdale, Rocklin, Roseville Atlantic Street, Sheridan, Spring Garden, Tahoe Lake and Todds Valley. High Schools—Lincoln Union and Roseville Union.

**Plumas County:** All schools are 100%. Elementary Schools—Beckwith, Crescent, Genesee, Greenville, Hot Springs, Indian Falls, Island, Johnsville, La Porte, Laws, Lincoln, Long Valley, Mann, North Fork, Pioneer, Portola, Quincy, Rich Bar, Seneca, Lassen-Butte, Spanish Peak, Squirrel Creek, Sulphur Springs, Summit, Superior, Taylor, Union, Walkermine and Storrie (Emergency). High Schools—Quincy, Greenville and Portola.

**Sacramento County:** Elementary Schools—Arden, Arno, Bates Joint Union, Carroll, Dillard, Fruit Ridge, Isleton, Laguna, Lee, Lisbon, North Sacramento, Rhoads, Roberts, Robla, American River, Ben All, Hagginwood, Washington. High Schools—Galt Joint Union and San Juan Union. The office of County Superintendent of Schools is also 100%. (Educational Department.)

**Shasta County:** Elementary Schools—Albion, Antelope, Bass, Bella Vista, Campton, Cayton Valley, Cedar Creek, Centerville, Clover Creek, Cloverdale, Copper City, Enterprise, Fall River, French Creek, Gas Point, Grant, Igo, Junction, Kenyon, Latona, Lincoln, Lindsay, Lone Tree, Middle Fork, North Cow Creek, Parkville, Pitt River, Pittville, Round Mountain, Sacramento River, Shasta, Slate Creek, Sweet Briar, Union, Whiskeytown, Wilcox, Wilkinson, Cove, Indian Springs, Kosk Creek, Mountain, Mountain Grove, Phillips, Rockland and Sierra.

**Sierra County:** Elementary Schools—Alleghany, Calpine, Sattley and Sierra City. Forest Branch and Sierraville Branch of Sierra Valley Joint Union High School.

**Siskiyou County:** Elementary Schools—Big Spring, Callahan, Clear Creek, Delphic, Dillion, Etna Union, Fall Creek, Forks, Hawkinsville, Honolulu, Humbug, Horse Creek, Irving, Lone Star, Lowood, Macdoel, Moffitt Creek, Mone, Mount Hebron, McCloud Union, McConaughy, Orr Lake, Red Rock, Rocky Mountain, Salmon River, Scott River, Shelvin Rock, Spring and Tennant.

**Sutter County:** Elementary Schools—Live Oak, Nicolaus, Nuestro, Salem and West Butte. East Nicolaus High School.

**Tehama County:** Elementary Schools—Antelope, Bee Gum, Bend, Capay, Corning, Cottonwood, Dairyville, Dry Creek, Elkins, Evergreen, Farquhar, Flores, Flournoy Union, Fruitland, Gerber Union, Hooker, Howell, Hunter, Jellys Ferry, Johnston, Kirkwood, Lanes Valley, Liberal, Lincoln, Live Oak, Los Molinos, Lowery, Macon Springs, Manton Joint Union, Marion, Moon, Orchard Park, Plum Valley, Red Bank, Red Bluff, Richfield, Tehama, and Vina. High Schools—Corning Union, Red Bluff Union and Los Molinos.

(Please turn to Page 53)

## California Problems of Secondary Education

JOHN A. SEXSON, *Chairman C. T. A. State Committee on Problems of Secondary Education; Superintendent of Schools, Pasadena*

**I**N 1933 Superintendent Willard E. Givens, President of California Teachers Association, appointed a state-wide committee to study problems of secondary education in California, and to make recommendation of needed changes, or modifications, of educational practice in the state at this level.

The committee was organized under the state chairmanship of Superintendent John A. Sexson of Pasadena, and was divided into two committees—one in the north under the leadership of Dr. R. E. Rutledge, Principal of Merritt Business College of Oakland, and one in the south under the leadership of Assistant Superintendent George H. Merideth of Pasadena.

These two committees began working immediately after their appointment, and were in continuous conference throughout the summer and the fall of 1933. In October a meeting of the State Committee was called at Oakland, at which meeting the chairmen of the two sub-committees made reports as to the activities that had been in progress in their respective sections. Recommendations were also made as to procedures to be followed by the committee, and as to projects to be gotten under way for state-wide consideration as soon as the facilities available would permit.

Up to the time of the meeting at Oakland, the committee had accomplished the following things:

1. A definite statement had been prepared, summarizing the criticisms, both lay and professional, of our present practice with respect to secondary education. Preparing these criticisms, the committee had exercised great care to avoid including in the list of legitimate criticisms of secondary education mere complaints or trivial objections to the program voiced by persons who had given little time or thought to the problems involved. The effort was to present for the consideration of secondary school principals, teachers, and school administrators, as well as for lay people throughout the state, the legitimate criticisms of the weak spots in our secondary schools as they are conducted in California up to the present time.

In so far as it was possible to do it, the committee included, along with the criticisms, a citation of the person, or persons, making the criticism; and enough in the way of comment and explanation of the criticism that it would be clear to anyone reading the report exactly the practice or policy that was under attack; together with the best possible summary of the argument for and against the practice or the modification of practice suggested.

2. The committee further developed, to the best of its ability, and after a series of consultations on a state-wide basis, a statement which seems to the committee to present to the best of their present ability the philosophy upon which secondary schools should rest, and, in accordance with which, policies affecting secondary schools should be formulated.

It was recognized by the committee that these statements were tentative, and that they would necessarily be subject to modification and revision when submitted to the state at large, and when subjected to more mature study and criticism. It did seem to the committee, however, that these statements would stimulate thinking along the lines of secondary education, and would reveal in terms of contrast the inadequacies of the present practice, and the possibilities of achievement as revealed in the philosophy as formulated.

3. The committee were able to give their support and assistance to Dr. A. A. Douglass of Claremont Colleges who is making a careful survey of the high schools in the south to find evidences of good practice in secondary schools. A similar study is being carried out at University of California by Professor L. A. Williams relating to significant practices in the north.

It was the belief of the committee that there are in the various classrooms throughout the state splendid examples of practice which is far better than the average practice being

followed in most of the classrooms of the state. It was the thought of the committee that if they should be able to collect evidences of better practice, and to write it up in usable form, that they would aid materially in the constructive modification of secondary education by making such materials available for the use of teachers throughout the state.

**S**UGGESTIONS were presented to the committee, and were considered looking toward the modification of the social science courses in the high schools, with a view to having them more functional in character, and to deal in a vital and effective way with problems of present day society. In connection with this project, a definite testing program was proposed which would, if carried out, reveal what the actual achievement and accomplishment of the secondary schools in the field of the social sciences were, with a view to evaluating and appraising present practice, and with a further view to shaping policies to be followed in the future in this field.

At the time the secondary committee were meeting in Oakland, it was learned that the State Superintendent of Public Instruction for California was contemplating the appointment of a new Commissioner of Secondary Education for the state. In view of this fact, it was the consensus of opinion of the committee that it would be advantageous if the committee of the California Teachers Association could be linked up with the program which the State Superintendent of Public Instruction proposed to launch with the appointment of his new commissioner.

The chairman of the committee was authorized to get in touch with Mr. Kersey, the State Superintendent, and to advise him that California Teachers Association desired to join forces with the State Department, and jointly to attack the problems of the secondary education field.

This proposal on the part of California Teachers Association met an instant response from Mr. Kersey who indicated the very great willingness of his department to join with California Teachers Association, and to combine the commissionership with the chairmanship of this committee, and to proceed along the lines laid out by the committee toward the study of state-wide problems of secondary education.

Superintendent Kersey has recently announced the appointment of a state-wide committee, and the work accomplished by California Teachers Association Committee up to the time the merger of the two committees was made has been organized and placed in the hands of the Commissioner of Secondary Education for California, Mr. Walter R. Hepner, and assurances have been given out through Mr. Hepner and Mr. Kersey that the original plan of California Teachers Association to publish a series of pamphlets having to do with problems of secondary education, and reporting the recommendations and findings of the committee, would be made available for the teachers and administrators of secondary education throughout California in a series of pamphlets to be published by the State Department of Education.

#### **An Association Project Commended to All Teachers**

The officers of California Teachers Association desire to call the attention of the teachers of California to this project, and to remind them that it had its inception with California Teachers Association, and grew out of a desire on the part of the members and the officers of this association to render a truly professional service to California.

We commend the project heartily to teachers and administrators throughout the state, and it is our sincere hope that Mr. Hepner and the committee appointed by Mr. Kersey may have the same cordial co-operation and assistance that have been accorded to the committee while working under the auspices of California Teachers Association.

One project which is being furthered through Mr. Emil Lange, Co-ordinator of Curriculum and Research of Long Beach, calls for a very large amount of thought and co-operation on the part of high school principals throughout the state. Mr. Lange is presenting a questionnaire which calls for careful thought and study, and will require a great deal of time and effort.

It is the hope of the state-wide committee appointed by Mr. Kersey, and of the officers and committees of California Teachers Association, that secondary school principals throughout California will recognize the significance and the importance of Mr. Lange's

study, and will give it their hearty and sympathetic co-operation. Whatever is accomplished in this connection will be turned over to the State Department and will be made available for use throughout California.

**I**F the plans which are now under way materialize, there is every reason to believe that this study of secondary education in California will be one of the most significant thus far conducted in this country. It is further believed that as a result of this study California will be able to make an intelligent, state-wide attack upon the problems of secondary education that will have great significance for our high schools, not only in California but throughout the nation. The hearty support and co-operation of both teachers and laymen in this work will be appreciated by all of those who have given much time and thought to its development thus far.

#### Personnel of the Committee

Willard E. Givens, President C. T. A., Superintendent of Schools, Oakland  
 John A. Sexson, Superintendent of Schools, Pasadena (Chairman)  
 Dr. John C. Almack, Professor of Education, Stanford University.  
 Walter L. Bachrodt, Superintendent of Schools, San Jose  
 George Barnes, Rand-McNally Company, 559 Mission Street, San Francisco  
 Margaret E. Bennett, Supervisor and Teacher, Pasadena City Schools  
 H. D. Brasefield, Principal, Fremont High School, Oakland  
 Dr. A. A. Douglass, Professor of Secondary Education, Claremont Colleges, Claremont  
 Eldon Ford, Assistant Superintendent of Schools, Santa Barbara  
 Dr. Willard S. Ford, Professor of Education and Assistant Dean, University of Southern California, Los Angeles  
 Nellie B. Godbolt, Sacramento High School, Sacramento  
 Roy Good, Superintendent of Schools, Fort Bragg  
 Arthur Gould, Assistant Superintendent, Los Angeles City Schools  
 Dr. John W. Harbeson, Principal, Pasadena Junior College  
 Dr. Frank W. Hart, Professor of Education, University of California at Berkeley.  
 Mrs. Elizabeth Hughes, Oroville Union High School, Oroville  
 Dr. Einar W. Jacobsen, Assistant Superintendent of Schools, Oakland  
 Samuel Leask, Santa Cruz  
 D. L. MacKaye, Director Adult Education, Evening High School, San Jose  
 Homer Martin, Superintendent of Schools, San Mateo  
 G. H. Merideth, Assistant Superintendent of Schools, Pasadena  
 Dr. Nicholas Ricciardi, President of San Bernardino Junior College.  
 Fred A. Rice, Ginn & Company, 45 2nd Street, San Francisco  
 Chester Rowell, The Chronicle, San Francisco  
 Dr. R. E. Rutledge, Principal, Merritt Business School, Oakland  
 E. H. Staffebach, Research Director, State Teachers College, San Jose  
 L. B. Travers, State Department of Education, Sacramento

H. S. Upjohn, Superintendent of Schools, Long Beach

Will C. Wood, Bank of America, Oakland

#### College Readings on Today and Its Problems\*

ELMER H. STAFFELBACH

This volume is designed for use in college English classes. It represents an attempt to broaden the scope and significance of college composition through the introduction of the content bearing upon current social problems. The editors of this volume take the position that well-selected examples of current writing will prove useful in stimulating both the oral and written work of students of English. They have brought together a collection of essays which are not only masterfully written, but which also cover a wide range of topics that cannot fail to challenge the most thoughtful interest of their readers.

Among the more than 40 authors whose essays are found in this volume appear such names as James Truslow Adams, Sherwood Anderson, Stewart Chase, Raymond B. Fosdick, Edward Alsworth Ross, Glenn Frank, Charles A. Beard, and Sir Arthur Quiller-Couch.

The essays are grouped with respect to their subject-matter and social bearing. Thus the volume is divided into 14 parts, or chapters, including "Problems of the Closed Mind," "The Human Element in Industry," "Some American Problems," "Problems of Right and Wrong," "Problems of Democracy," and "Making an Art of Life." In fact, the nature of the content as well as the arrangement of this book makes it very suitable as a textbook for use in college orientation classes.

The editors have done an important service in making this collection available to college use. The volume is highly recommended for use in lower division classes in composition.

\*By Dudley Chadwick Gordon and Vernon Rupert King. Oxford University Press, New York. 1933. \$1.95.

## C. T. A. Bay Section

### Teaching Staffs Enrolled 100% in C. T. A.

*As of February 15, 1934; in addition to schools listed in previous issues.*

**Alameda County:** Albany—Cornell; Alvarado, Alviso, Castro Valley, Centerville, Decoto, Emeryville—Anna Yates, Sutter; Hayward—Bret Harte, Luther Burbank, Fairview, Hayward Highlands, Edwin Markham, John Muir, Pacific Primary; Independent, Irvington, Lincoln, Livermore, Midway, Mount Eden, Mountain House, Mowry's Landing, Niles, Piedmont—Piedmont High School, Frank C. Havens, Egbert W. Beach, Wildwood; Pleasanton, Redwood, Russell, San Leandro—Roosevelt; San Lorenzo—Ashland, San Lorenzo, Sunset; Sunol Glen, Tennyson, Valle Vista, Warm Springs, Washington Union High.

**Contra Costa County:** Alamo, Ambrose, Antioch—Live Oak Union, Antioch Primary School, Avon, Bradford, Brentwood—Deer Valley, Briones Valley, Byron, Cowell, Excelsior, Hot Springs, Jersey, Lafayette, Liberty, Lone Tree, Moraga, Morgan Territory, Mount Diablo, Orinda Union, Pleasant Hill, Port Costa, Richmond—Woodrow Wilson, Nystrom, Washington, Stege, Pullman, Grant, Harding, Lincoln; San Pablo, San Ramon, Selby, Sheldon, Sobrante, Summit, Sunshine Camp, Sycamore, Tassajara, Vasco, Vine Hill, Walnut Creek, Martinez Junior High, John Swett Union High, San Ramon Union High, Richmond Continuation High.

**Lake County:** Blue Lakes, Burns Valley, Cobb Valley, East Lake, Glen Eden, Kelseyville Union, Lakeport Union, Loconomi, Long Valley, Lower Lake, Lucerne, Middletown Union, Morgan Valley, Mountain, Spruce Grove, Upper Lake Union, West Lake, Clear Lake Union High, Kelseyville Union High, Lower Lake Union High, Middletown Union High, Upper Lake Union High.

**Marin County:** Aurora, Belvedere, Black, Black Point, Bolinas Union, Burdell, Chileno Valley, Clark, Dixie, Estero, Fort Barry, Franklin, Halleck, Kentfield, Lagunitas, Lincoln, Loma Alta, Mill Valley—Old Mill, Tamalpais Park, Homestead; Nicasio, Novato, Olema, Olompali, Pacheco, Pierce, Point Reyes, Ross, Salmon Creek, San Anselmo—Main, Yolansdale, Red Hill; San Jose, San Pedro, San Quentin, San Rafael—E Street Grade, B Street, Coleman, Short, West End Primary, Laurel Dell; Sausalito—Central School, S. S. School; Stinson Beach, Tiburon, Tomales, Union, Tamalpais Union High, Tomales Joint Union High.

**Napa County:** American Canyon, Atlas Peak, Browns Valley, Calistoga Joint Union, Crystal Springs, Enterprise, Hardin, Los Amigos, Mountain Joint, Mount Veeder, Napa—Intermediate, John L. Shearer, Lincoln; Oat Hill Joint, Shurtleff, Soda Springs, St. Helena Union, Yount, Napa Union High.

**San Joaquin County:** Alpine, Athearn, Banta, Bellota, Bouldin, Bruella, Collegeville, Escalon, French Camp, Houston, Independent, Liberty, Linden Union High, Lodi—Emerson, Garfield, Needham; Tracy—Central, South, West Park; Tracy Union High, Van Allen, Washington.

**San Mateo County:** Alpine, Belmont, Burlingame—Roosevelt, Howard Avenue, Coolidge,

Pershing; Greensburg, Half Moon Bay, Higgins, Hillsborough, Jefferson—Woodrow Wilson, Vista Grande, Crocker, General Pershing, Jefferson, Thornton; Las Lomitas, La Vista Union—Bell, La Honda, Seaside; Menlo Park—Central, Fremont; Milbrae—Lomita Park, Millbrae; Miramar, Montara, Moss Beach, Pescadero, Pigeon Point, Pillaritos, Pomponio, Portola, Purissima, Ravenswood, Redwood City—McKinley Elementary, McKinley Intermediate, Lincoln, Central, Washington, Garfield, Jefferson; Rockaway Beach, San Bruno Park—Northbrae, Edgemont; San Carlos, San Mateo—Central, Peninsula Avenue, Hayward Park, Turnbull, Park, Lawrence, Borel, Beresford; San Pedro, South San Francisco—Grand Avenue, Martin; Tunis, Visitation—Bay Shore, Brisbane; Wurr, Half Moon Bay Union High, Jefferson Union High, Pescadero Union High, South San Francisco High.

**Santa Clara County:** Adams, Almaden, Alum Rock Union, Cupertino Union, Gilroy—Jordan, Eliot, Wheeler, Severance; Jackson, Jefferson Union, Los Gatos, Moreland, Morgan Hill, Orchard, San Ysidro, Sunol, Willow Glen—Lincoln Glen; Gilroy High, Live Oak Union High.

**Solano County:** Allendale, Benicia, Browns Valley, Canright, Center, Crescent Island, Crystal, Currey, Dixon, Dover, Elmira, Fairfield, Flosden, Falls, Gomer, Grant, Green Valley, Liberty, Oakdale, Olive, Owen, Peaceful Glen, Pleasants Valley, Rhine, Rio Vista, Rockville, Ryer, Silveville, Suisun, Tolenas, Tremont, Union, Vaca Valley Union, Willow Spring, Wolfskill, Armijo Union High, Benicia High School, Dixon Union High, Vacaville Union High.

**Sonoma County:** American Valley, Arcadia, Bay, Bloomfield, Brush, Burnside, Canfield, City of Santa Rosa—Annex, Burbank, Fremont, Lincoln, South Park; Coleman Valley, Daniels, Delmar, Duncan's Mills, Eucalyptus, Eureka, Fort Ross, Franz, Freestone, Grant, Guerneville, Hall, Hamilton, Hearn, Horicon, Jenner, Jonive, Kidd Creek, Lafayette, Lakeville, Lambert, Litton, Lone Redwood, Marin, Mark West, Meeker, Montgomery, Mountain View, Mount Vernon, Occidental, Ocean, Ocean View, Payran, Petaluma—Lincoln, McKinley, Philip Sweed, Washington; Pleasant Hill, Potter, Preston, Reservation, Ridenhour, Rincon, Sheridan, Sonoma, Sotoyome, Steuben, Stewart's Point, Strawberry, Tarwater, Tule Vista, Two Rock Union—Iowa, Walker; Washington, Watmaugh, Watson, Wilson, Analy Union High, Santa Rosa High, Santa Rosa Continuation High, Healdsburg High, Petaluma High, Petaluma Junior High, Cotati Branch Junior High, Penngrove Branch Junior High, Sonoma Valley Union High.

**Stanislaus County:** Belpassi, Bonita, Central, Cole, Denair, Dry Creek, Emory, Gratton, Hughson, Jackson, Jones, Keyes, Lafayette, Lowell, Milnes, Mountain View, Newman—Yolo, P Street; Oakdale—Departmental, West Side Primary, East Side Primary; Patterson—Northmead; Prescott, Ransom, Rising Sun Joint, Riverbank, Roberts Ferry Union, Robinson, Rosedale, Roselawn Joint, Shiloh, Tegner, Turlock—Hawthorne; Union, Valley Home Joint, Washington, Waterford.

**Tuolumne County:** Big Oak Flat, Chinese Camp, Corner, Curtis Creek, Green Springs, Groveland,

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## Effects of Economic Crises upon Public School Taxation in California: 1850 to 1932

IRVING A. MATHER, PH. D., *Carpinteria Union High School;*  
*Secretary, Santa Barbara County Teachers Association*

**I**N a recent doctor's dissertation upon the relations between economic conditions and public school taxation since 1850 in six states in representative sections of the United States, the writer selected California as the principal unit and a very thorough investigation was accorded this state. In a short article of this nature, only a few of the findings relative to the effects of past depressions upon education may be presented.

In each 20-year period between 1850 and 1932, there occurred a complete economic cycle, involving one or more major disturbances in addition to one or more economic influences of a minor but significant character. Public school taxation legislation throughout each rise and decline within these business cycles has been treated.

California presents a history unique in every respect from that of any other state in the nation. Conquered from Mexico in 1848, it was admitted to the Union in 1850. The first Constitution of California was indicative of future public school taxation policies in that it definitely specified that education was a function of the state.

This state is geographically and climatically divided into at least two sections and early differences of opinion between the North and South manifested themselves. After the first gold rush of 1848-49, the Bay region became thickly populated, while the southern section was composed predominantly of Mexican and Spanish people and a few large land owners. This variation in population between the two sections made the northern representatives the majority group in the legislature.

This condition was noted in the early legislation of the state, when many progressive policies were enacted into bills or even written into the Constitution by the freely-spending population of the Bay territory and the Sacramento Valley. It should be noted here that the wealth per capita in California was at this time very high. This fact together with the adventuresome, democratic and cosmopolitan character of those who first settled in this state, had a distinct bearing upon the type of education desired as well as upon the method of paying for this education.

As early as 1852 state appropriations and state taxes were levied, and county financial support was also established. This was the basic law of education in California, upon which all later legislation has been built. This law further strengthened the proposal of 1849 that the entire wealth of the state be taxed for the support of the schools.

Although several business houses failed during the early years of this decade, it was 1855 before crop failures, high taxes, high cost of government and bank closures brought about a distinct economic crisis. Somewhat earlier in its development than the general panic throughout the nation in 1857, it ended approximately two years before other states had recovered. For a few years prior to this depression, little attention was given to educational support from state funds, but permission was granted the counties to increase their maximum levy, and the cities were allowed more power to raise money by taxation.

Due to insistent demands from the people, 1856-57 witnessed an enormous reduction in state expenditures and this was particularly noticeable the following year when the state tax for education was lowered and only brought in about 70% of the previous annual allowance. The total amount of state aid did not return to its 1856 level until 1861-62, although the maximum county rate was increased in 1860. Thus, in this first major depression in the new commonwealth, definite reductions in state educational support and taxation were developed two years after the panic began and did not return to former levels until four years later, in spite of 12 to 20% annual increases in pupil enrollment.

**T**HE next major economic crisis is recognized as that one which began in 1873. Just prior to this date, the original education law was amended and bettered to such an extent that the amount of the state appropriations for education were definitely specified

and the percentage of all school support granted by the state was increased from 19 to 40% and went as high as 59% in 1881-82. A further change in the manner of securing county assistance was a feature of the 1874 law. In this law a minimum of \$500 per teacher was required to be raised in lieu of the per census child tax previously imposed.

About 1874 the depression began to be felt in a slight degree, and little additional educational taxation legislation was enacted. There appeared to be a distinct tendency to let this phase of education alone. However, due to the popular demand for reduction in governmental expenditures from 1877 onward (about 4 years after the generally accepted date for the start of this depression) decreased legislative appropriations for education were apparent although not to any serious extent.

From 1876-77 to 1879-80 the total educational revenues and expenditures per enrolled child were somewhat reduced, although the total expenditures for education throughout the state slightly increased each biennium. Not until 1880, seven years after the start of this panic, did there again appear a general forward movement in revenue, total expenditures, and expenditures per enrolled child.

The distrust of the people of the state towards the governing bodies elected by them to carry on the state's business became stronger each succeeding year from about 1875 to 1879. The general wave of restlessness and discontent with existing conditions continued to grow until it culminated in the new Constitution of 1879. In spite of the high taxes, expensive government, unemployment, and reduced income, this people's Constitution continued the idea of education as a state function and set forth specific financial support for the people's schools. It is of interest to note that the average salary per teacher in California was highest from 1874-76, after which time a 3% reduction had been made by 1878. Throughout the entire decade of 1880-90 a further loss of 7% over the high point of 1876 was sustained.

THE last part of the 1880's was one of prosperity and inflation of real estate. With the collapse of the latter and the floods and droughts in the early part of the following decade, farming was considerably retarded from the profitable era of the late eighties. Small scale manufacturers and producers began to feel the pinch of hard times and low prices. Graft and corruption was rampant in public office, particularly in the large cities. Again, excessive wastes crept into governmental expenditures. Unemployment, lower wages and general industrial stagnation gradually increased in intensity from 1893 until it reached a high point in 1897-98. New discoveries of oil fields and excellent crops between 1894-97 tended to mitigate the more troublesome conditions found in the cities. This led to the removal of many unemployed urban dwellers to rural areas where a new start could be made.

Throughout this crisis, total educational expenditures decreased from 1892 to 1894, but increased slightly each succeeding biennium, although total receipts and expenditures per child enrolled decreased from 1894 to 1899 in the majority of instances. It should also be stated that district and city school support decreased very considerably from 1894 to 1905. Fortunately, certain legislation was passed at this time which permitted substantial assistance in both state and county financial support. In 1893-94 the state apportioned 42% of the total educational costs and the county added another 25%. By 1895-96 these figures had risen to 52 and 34% respectively or a total of 86% of all educational costs, and in 1898-99, the state granted 50% and the county 35% of the total costs. The average salary per teacher rose about 6% from 1890 to 1893, dropped 7% from that time until 1900, and continued still further downward until it reached 14% below the 1893 average wage.

Legislation throughout this decade granted somewhat increasing amounts for the State School Fund for each successive biennium. In 1893, an inheritance tax was imposed upon the people of the state and the proceeds placed in the School Fund. Probably the Spanish-American War and the rising prices due to the Alaska gold rush tended to divert the public from serious demands for a political and public office renovation.

In 1907 economic depression was felt all over the state. Many banks were forced to close their doors and a large number of subsidiary and affiliated corporations were forced into bankruptcy. These banking disasters brought business to a standstill for several months and economic recovery for a few years was generally slow in all lines of endeavor.

Due to new oil discoveries, the opening up of improved and irrigated lands, climatic conditions and increased population, the youthful state recovered more quickly than those of other sections of the country.

However, graft disclosures in San Francisco emphasized corrupt governmental life and, coupled with the economic distress from 1907-09, brought about a thorough house-cleaning in public offices and an attempt to halt growing extravagances. Educational finances were affected through the constitutional amendment of 1910, by which a part of the proceeds from a tax upon the gross receipts of public service corporations was applied to the support of the public schools in lieu of the state property tax. No additional maximum levies were granted to the counties and districts during the period of this depression. Total educational income, total expenditures in all three branches of financial support, as well as expenditures per pupil enrolled increased from about 5 to 15% each year between 1905 and 1910. From 1901 to 1909, total educational costs more than doubled. The teacher's average salary which was only \$67 per month in 1905-06, the lowest since 1890, had risen by 1907-08 to \$82 but had dropped to \$80.13 in 1909-10.

**F**OLLOWING the great inflation during and after the war period a rebound was felt throughout the country in 1920-22. In 1918-20, the high prices, wages and profits of the war period helped to bring about realization of the lack of proper financial support for the public schools. Certain democratic tendencies following the World War emphasized the trends towards further education for all classes of people and the common support of all levels of education. The constitutional amendment of 1920 increased state and county support for both elementary and secondary schools. A more equitable method of distribution of these moneys was provided the next year.

The total amount per a. d. a. to be raised by these two political subdivisions has remained unchanged to the present time. The maximum levies for district elementary and secondary schools is still the same as it was in 1872 and 1913 respectively. The 1921 depression did not cause any reduction in the state and county financial support. In fact, total revenue and expenditures and expenditure per child enrolled continued to increase very rapidly for every year from 1920 to 1924, although the additional costs between 1922 and 1924 was about 25% of the rise between 1920 and 1922. The teacher's average salary increased about 50% between 1919 and 1922, but through 1923-24 remained on approximately the same level.

All the readers are familiar with the constitutional amendment of 1933 whereby the county school support was transferred from a property tax to a state sales tax. After January, 1935, the public utilities will be returned to the local district property tax rolls. It is interesting to note that total expenditures per a. d. a. and enrolled child were materially reduced in 1928-29 from all previous high levels but went forward again to reach a still higher point in 1930-31. From that time until the present, each of these items have been considerably reduced with each succeeding year until by 1932, total expenditures had been lowered 6.6% over 1930-31 and further declined in 1932-33 by another 8.4%. Salaries were not materially affected until 1932-33 but since that time reductions from 2½% to 25% have been put into effect in practically all districts.

As in past depressions, salaries did not become seriously impaired until three to four years after the beginning of the crisis, while expenditures started their downward trend a year or two earlier.

**It can be noted from this brief summary that this is the first depression which has so definitely lowered educational costs and incomes.**

However, other severe financial panics indicate that this is not the first time in the history of education in this state that teachers salaries have declined to such an extent as during the present crisis.

In most instances, it required practically a decade after the depression started before salaries returned to their former levels, and with the passage of the 5% increase law in 1933, it will not be surprising if a similar proceeding occurs following the present crisis.

## Mental Hygiene Program in Pomona Schools

NORMAN FENTON, *Director, Bureau of Juvenile Research, Claremont*

**I**N the report of the White House Conference, the following definition of mental hygiene was accepted by the committee studying the mental health of children: The healthy mind is sometimes described as one which presents no definite symptoms of the sort ordinarily associated with one of the recognized mental disorders (the psychoses, neuroses, epilepsies, psychopathic personalities, etc.). But in its broader definition, mental health comprises more than this. Mental health may be defined as the adjustment of individuals to themselves and to the world at large with the maximum of effectiveness, satisfaction, cheerfulness, and socially considerate behavior, and the ability to face and accept the realities of life. The highest degree of mental health might, therefore, be described as that which permits an individual to realize the greatest success which his capabilities will permit with the maximum of satisfaction to himself and the social order and the minimum of friction and tension. This implies a stage of such well-being that the individual is not conscious of unsatisfied tensions; does not show socially inadequate or objectionable behavior; and maintain himself, intellectually and emotionally, in any environment and under any circumstance.

This definition is valuable and inspiring, for it presents the program of mental hygiene in its broadest sense. All too often mental hygiene is considered merely as the correction of difficulties such as the mental diseases listed in the previous paragraph. The modern point of view regarding mental hygiene is that it is positive and constructive. Under an adequate program all children may be helped through guidance, not merely those presenting annoying or distressing symptoms.

In an attempt to introduce mental hygiene in its broadest sense, Superintendent Emmett Clark of the Pomona City Schools and his faculty are collaborating this year with the California Bureau of Juvenile Research and the Guidance Center of Claremont Colleges in a program which has been designed for the accomplishment of these ideals of mental hygiene. The program in the Pomona City Schools is two-fold in giving teachers and school administrators the opportunity to gain insight into the meaning of mental hygiene. First, there is the direct contact with the procedures of mental hygiene in the child guidance conference.<sup>1</sup> Not only children who present overt evidences of maladjustment and unhappiness but also those who present less serious problems are considered by the child guidance conference in each school building.

Although behavior problems naturally are the first to be referred to a conference group, it is not long before the subject matter difficulties of well-behaved children are considered, especially reading disability. Other children who are suggested for study are those who are timid and withdrawn—appealing children, whose needs are personal and who cause no trouble in the classroom. Incidentally, this plan makes possible the direct instruction of the school faculty in the concepts of mental hygiene, for the principals and teachers are an active part of the conference group.

Essentially, the child guidance conference consists in the study of the entire personality of the child. As the picture of the child's life is presented, there is a recognition on the part of the teacher of the significance of underlying factors in the home life in their relationship to classroom behavior. In other words, the point of view is to find out **why** a child misbehaves in order to decide what should be done for him. As a result of being present when all the facts about the child—not merely his evidences of trouble, but his social background, physical make-up, mental status, and personal attitudes—are considered, the faculty is impressed with the importance of perspective in the study of children.

1. Developed in accordance with Bulletin No. 9, "Organizing a Mental Hygiene Program Through the Child Guidance Conference," Bureau of Juvenile Research, Claremont, California. All elementary and junior high schools in the Pomona City Schools now have this procedure established as a routine.

Often at such conferences the growth in the attitude of a teacher is apparent as she realizes the significance of relating difficulties presented by the child to his social and personal background. Other children in the schools whose problems are not considered by the conference group are also helped indirectly through the effect of the mental hygiene approach upon the teachers attitudes.

The second phase of the program consists of reading and lectures upon various aspects of mental hygiene. This more theoretical feature is correlated as far as possible with the practical activities in the schools. In the child guidance conference it is essential, for the most effective work, to have only the school personnel present. The problem of a child cannot be discussed adequately when parents or other members of the school public are present. Moreover, experience has shown that the theoretical lectures,<sup>2</sup> which are correlated with the child guidance conference, are most effective when conducted for the faculty as a separate group.

The difficult problem is bringing the influence of mental hygiene into the home. Although parents of children with problems are usually co-operative and interested, they are lacking in the background necessary for ready appreciation of the values of mental hygiene. It is essential, therefore, that they be given ample instruction and guidance over a period of time and not be expected to become mental hygienists after one short visit of a social worker. With this in view, the contacts with parents in the study of a child consist not merely in obtaining the social history but of guidance conferences by professional personnel at least once a month.

In addition to this direct education of a few parents in mental hygiene, evening meetings are being held this year at which a sympathetic presentation is made of the problems of the school and the home and of some of the special needs of children along the lines of mental health. Opportunity is offered to the parents who attend to ask questions or to request any other personal guidance they may desire regarding their problems. The evening meetings are thus not the formal lectures but have continuity as a course. The problems of children are discussed in a way which can be understood by parents and which leads them voluntarily to ask for the assistance of the child guidance conference staff. Not only are the children who need special help studied in the various schools, but many more children are reached through this broader approach to the parents.<sup>3</sup>

Obviously, there are many administrative considerations in the successful handling of the program of child guidance conferences. It must be realized at the outset that the program contains many elements of danger from the standpoint of misunderstanding and confusion. Therefore, it is essential that a few general administrative principles be observed. First, there must be a definite delineation of responsibility. Someone in the school system must assume responsibility for the scheduling of conferences and for the general relationship of the conference group and the individual school.

The principals must be led to feel their responsibility, as must indeed the teachers and everyone else in the school system. There should be a free avenue of approach to the administrative head so that when misunderstandings come—and they are inevitable—immediate opportunity is given for their adjustment before they become serious. In other words, it is important that the various questions which arise be handled at once and adjusted without serious misunderstanding.

Second, the principals, whose responsibility is great, should have opportunity to discuss with the director of the program the problems which have arisen. This need is met in the Pomona City Schools by having the director meet weekly with the principals.

Third, there must be a realization of the ignorance of the ordinary parent regarding mental hygiene. The need arises thus for very careful and thorough instruction of parents concerning what the school is trying to do for their child. Confusion in the minds of parents should be met by sympathetic and patient instruction.

Fourth, the scheduling of children to be considered should be planned for several weeks in advance. Then all the school people will have fore knowledge and ample opportunity to prepare for each conference.

2. Lecture topics and suggested readings are sent upon inquiry.

3. Small parent study groups have been developed by P.-T. A. in the individual schools and are using source materials which correlate with the mental hygiene program.

## X-raying the Pupils

BEN S. MILLIKAN, *District Superintendent of Schools, Covina*

**W**HEN I think of myself as a being, separated from other human beings, I often wonder how I understand and communicate with other people.

We are beings with a brain encased in a receptacle, and the brain has no conscious communication with the outside world except through the eyes, ears, and feelings. One might compare this situation with a man down in a deep pit, cut off from all other beings except for a periscope, telephone, and a group of electrified wires sensitive to contact by touch. Intelligence may come through them by code.

In training youth, if we could depend upon them to receive intelligence equally well through all three of these avenues of information all would be well, but that is not the case.

Some children need to see some physical object before the idea registers, others need some audible experience, still others require getting their hands on things to make sure they understand.

Helen Keller is an outstanding example of the motor-minded type of an individual. Both the visual and auditory avenues were cut off. She had no way of communicating with the rest of the world except through the sense of feeling. Her mind was clear and comprehensive, even brilliant after the message broke through.

Some children in the schools are to a slight degree in a similar situation. So the school is organized to accommodate these different situations.

Languages are predominantly auditory. Pupils that are slightly fogged in this avenue would have difficulty in learning a language unless other devices were used. The printed page, pictures, and writings at the blackboard bring into use the visual and motor senses.

Heredity plays a big part in the ability of an individual to receive intelligence through these avenues. But quite often environment has altered the case of a possible normal child.

A mother may read too much to a child and over-stimulate the auditory senses to such an extent that the child depends too much upon his information through that source. Thus handicapping him from reading the book and getting his own information.

Vocational subjects are predominantly motor-minded. The information and skill is developed through touch.

Schools must be adjusted to fit the pupil instead of the pupil to always fit the school. We wonder some times why children do not get along in school, but if we know enough about the physical make up of each child and had the facilities to work with, I dare say we could go much farther with them than we do.

I know personally of a boy who was giving his teachers trouble with discipline, he could not read or do other work satisfactorily because he had not mastered the elementary tools of our educational scheme. He was given an intelligence test and found to be normal in ordinary things.

He was taken to a psychologist for study. It was found that he was not able to comprehend the meaning of words, or the recognition of words through sight or sound. The psychologist devised a scheme by which the instructor could teach him by motor methods. It brought in the use of the larger muscles. Such schemes as writing the words in large forms on the blackboard. This boy began to improve from the first lesson. The result is that today he is one of the widest read pupils of the eighth grade.

**E**VERY individual is born with a far greater brain capacity than is required for ordinary purposes. Psychologists say that we actually think only about 5% of our activities. Nature has provided every creature with far more horse-power than is needed so that there need be no strain in ordinary activity.

If this be true, our children of lowest capacity have power to pull the load, if we can only get the gasoline through the feed-line!

## Oral Expression in a Senior High School

MASON A. JOHNSTON, *Instructor of Public Speaking*  
*Sacramento Senior High School*

OUR modern age has given us some very pointed and constructive lessons. It has shown us how we may think progressively by increments. For example, in the domain of the mechanical, Marconi has been given the credit for "discovering" the wireless, but Morse "discovered" the telegraph, Bell the telephone, and scores of men have contributed to the 1934 model of the radio.

In like manner may we analyze progress in education, or any division, great or small, of it. A leader in education is merely he who contributes an additional bit of philosophy, or who modernizes by interpretation an already existing code, or who advances a new or modified method of instruction, administration, or what not. At any rate the cumulative result is, we believe, progress.

Nowhere in the entire set up of instruction, has there been evinced a more earnest desire to bring methods and philosophy up to the moment than in the field of oral expression where for decades all phases of it were chained to traditional oratory and elocution. The standards have been those of the past, rather than of the present. And where tradition did not control, it crowded out. Drama and conversation have been incidental and extra-curricular, if at all. Speech correction was turned over to the doctors, men who usually dissociated psychology from therapeutics. But formal debate, that first cousin of oratory, sat upon his rostrum and received homage from all.

However, we have broken away from the past and are now trying to catch up with the present. For several years individual California school systems have been developing oral expression work, either within other courses, or side by side with them. Rather rapidly have oral English and dramatic expression worked their way into the traditional reading-and-writing English course.

In some cases they either found their English quarters too cramped and set up business for themselves as courses in dramatics, oral English, or public speaking, or they took a short-cut and established themselves independently in the first place. Conversation was adopted by English and still resides in her household. Speech correction, the latest member of the group, admits relationship to none of the others, but establishes its genesis in psychology.

But whether the units are bound by blood-ties is immaterial. Conversation, dramatic art, oral English, and speech correction, are part and parcel of a balanced program of oral expression. Unfortunately very few such programs in California are balanced. Some schools, in relation to their total curricula, offer very little oral expression work. Others offer a great deal of some of the divisions and little or none of others. But the important thing, it seems to me, is that we are progressing. We are building. And we shall build with increasing rapidity as we get materials to work with and as our methods of construction improve. And now that the State Board of Education has given its approval and encouragement, progress should be even more rapid.

The thing that has impressed me most when considering this general theme is that teachers of oral expression of one section know very little about what teachers of another section are doing. We need a clearing house of methods and principles, round-table discussions, an institute perhaps, where pertinent matters may be discussed. It is with this thought in mind that I wish to submit a contribution by writing briefly, yet I hope adequately, about our program of oral expression in the Sacramento Senior High School. I trust the reader will pardon me if the first person plural pronoun appears with noticeably frequency. I use it not for emphasis but for convenience.

It seems to be customary for people in education to speak of their aims, either immediate or ultimate, as objectives. We in Sacramento have our objectives too. I prefer to call them a set of principles. In summarized form and pertaining to oral expression, the set condenses into human happiness. Whether one is looking for monetary, cultural,

or social success there can be no worthier end. It is obvious that in as far as his speech can influence him an individual cannot be at once unembarrassed, materially successful, and of social worth, if he is not in reasonable command of his mother tongue.

**W**E further believe that the only way to impart the ability that insures that command is by way of much practice. I have no desire to write in here a copy of our English course of study, nor would the reader care to go over it. However, all our oral expression work is under the supervision of the English Department. It is grouped under two headings, elective and non-elective. The latter is an integral part of all English classroom instruction. Drama and dramatic expression, conversation, semi-formal oral English, drill in tone placement, parliamentary practice and group discussion, must be studied by every student in the school. Approximately one-half of two semesters, the third and the fifth, is devoted to oral English. Thus the students receive rather intensive drill immediately after their entrance into the Senior High School in the fundamentals and the practice of making reports and short talks. Dramatic expression, conversation, and voice training come in for additional time.

Progress through practice is always made more speedy and exact when aided by tangible references. Realizing this a little over a year ago the chairman of our English department appointed a committee to write out small handbooks on parliamentary practice, group discussion, drama, voice training, conversation, and semi-formal oral English. The committee did its work, and today every English classroom of the Sacramento Senior High School is equipped with a set of thirty of each of these handbooks. These booklets were mimeographed by the school. Thus for example, when parliamentary practice is studied students have definite, concrete references before them.

In a school of the size of ours the student may choose any one of a number of lines of study, vocational, commercial, art, music, and so on. Some of these courses do not permit their students to take up many side electives. For this reason, the regular English classes devote as much time as is possible to the study of oral expression. On the other hand for those students whose courses permit a liberal admixture of electives we offer two groups of rather specialized oral expression, drama and public speaking. We who teach these subjects realize that our work begins where of necessity the instruction of the English teacher stops. All teachers, and probably especially English teachers, realize the press of time. There are so many things one wants to do but only a given number of minutes in which to do them. In the main these two courses are supplementary to the kindred work of the English classroom.

**A**T the present time we have ten classes in drama and dramatic expression and six in public speaking. The drama classes enroll sophomores, juniors, and seniors while the public speaking classes enroll seniors only. In addition, our classes in modern literature, also elective, devote some time to dramatic expression.

Our drama classes offer a well-diversified and progressive course of study. A planned curriculum must contemplate ultimate as well as immediate values. For example, each course must have its set of objectives which when completed, will give the student a certain degree of accomplishment. If he takes no more of that sort of work he has gained something of value to him. If, on the other hand, he continues his study, each course acts as a step to a higher and still higher appreciation and skill. It is exactly upon that theory that our drama instructors have developed their courses.

Our dramatic work moves toward five general objectives: appreciation of stage and theater, a study of people, ability to impersonate and act, co-operation, and the development of personality through the study of character. Particularly, each course has its own definite purposes. Obviously, beginning students have much to learn and so elementary drama, designated in our course of study as 3 and 4, seeks to eliminate a good deal of the self-consciousness which affects all those who appear before audiences for the first time. Accordingly, these classes work on pantomimes, short plays, character portrayal, bodily carriage, and voice training.

In advanced drama 5 and 6 the students produce longer and more complicated plays than in the beginning course. All the members of the class, irrespective of ability, must

participate in these productions. The students also write and act out some plays of their own. Instead of the individual pantomimes of the beginning course, group pantomimes are developed in 5 and 6. In the still more advanced senior course, 7 and 8, the art of make-up and the history of the theater are studied. By way of practice in make-up this class prepares the performers in the various student body plays and in the crowning production of the semester, the senior play. In addition instruction is given in program arranging and play direction. One year of drama is a prerequisite for enrollment in this course.

Finally we offer a very useful course in stage technique and mechanics, known as stagecraft. The class applies in a practical way its instruction in play production, stage and theater lighting, and scenery designing, by preparing the auditorium and stage for all plays given by the drama classes, including the senior play. They study make-up, costuming, the theory of color, and stage designs to fit the various types of productions. Needless to say, a study of the physical history and development of the stage and theater is of necessity involved in this work.

Above all else our drama instructors believe in training for everyone. Except in the case of the senior play, where parts are assigned after competitive tryouts, every student participates in all the activities of his particular dramatics class. Students are not especially selected for parts in order to heighten the productions, not even where a play is given before a portion of the student body. Indeed it may well be said of our drama work that its motto is, "One for all, all for one."

**P**UBLIC speaking, as I said before, is a senior elective, and may be taken either for one or for two semesters. Realizing that nomenclature has certain psychological advantages, we have retained the name, "public speaking." In reality public presentation, although the most obvious, is but one of the propelling forces of our course. In addition to the platform activities there lie the consideration of research, poise, confidence, fluency and clarity of utterance, accuracy, constructive and co-operative discussion, initiative, and leadership. All these are factors absolutely essential for the successful social and business individual.

In order that he who has a worth-while idea may give it directive and impressive force, we teach the basic principles of the psychology of presentation. Wherever possible and as a reward for those students who have maintained a high level of scholarship and have done outstanding work in presentation, we secure speaking engagements both within and without the school. In a school of our size the intramural speaking opportunities are numerous. There are the clubs, the home-room sessions, the rallies, and the assemblies. In an extra-curricular way we have several speech contests each year, which are sponsored by local clubs and lodges. In addition, we send visiting speakers to neighboring high schools, and once each semester our students speak to the high nine students of all our junior high schools telling them about different courses offered at the Senior High School. From time to time we send speakers to clubs, lodges, P.-T. A.'s, churches, and other organizations about the city. And finally, our two commencement speakers, a boy and a girl, crown the list of our student speakers. We endeavor so to train our students in their daily class work that little additional drill is necessary when they have outside engagements to meet. We simply say to them, "Here is a real live audience for you. What are you going to offer them, and how?"

Apropos of public speaking I wish to state that the Sacramento High School does not engage in interscholastic debating. We feel that educationally debate training produces negative results in that it develops contentiousness and intellectual hypocrisy. There are, of course, values in debate work but these may be secured by substituted activities. We devote a good portion of one semester of public speaking to persuasive speaking, and encourage classroom debates between individuals, when they arise out of a natural situation. After all, interscholastic team debating is an artificial set-up, existing nowhere except in inter-school relationships.

**S**PEECH correction is the latest addition to our program of oral expression. This work is also under the direction of the English Department, but differs from the other phases of oral expression in that it is neither elective nor compulsory, but recommendatory only. It is logical that speech corrective work should be departmentally

attached to English, not because teachers of other subjects under-value it, but rather because the diverse elements of oral expression necessarily bring out a student's speech imperfections very early in his high school life.

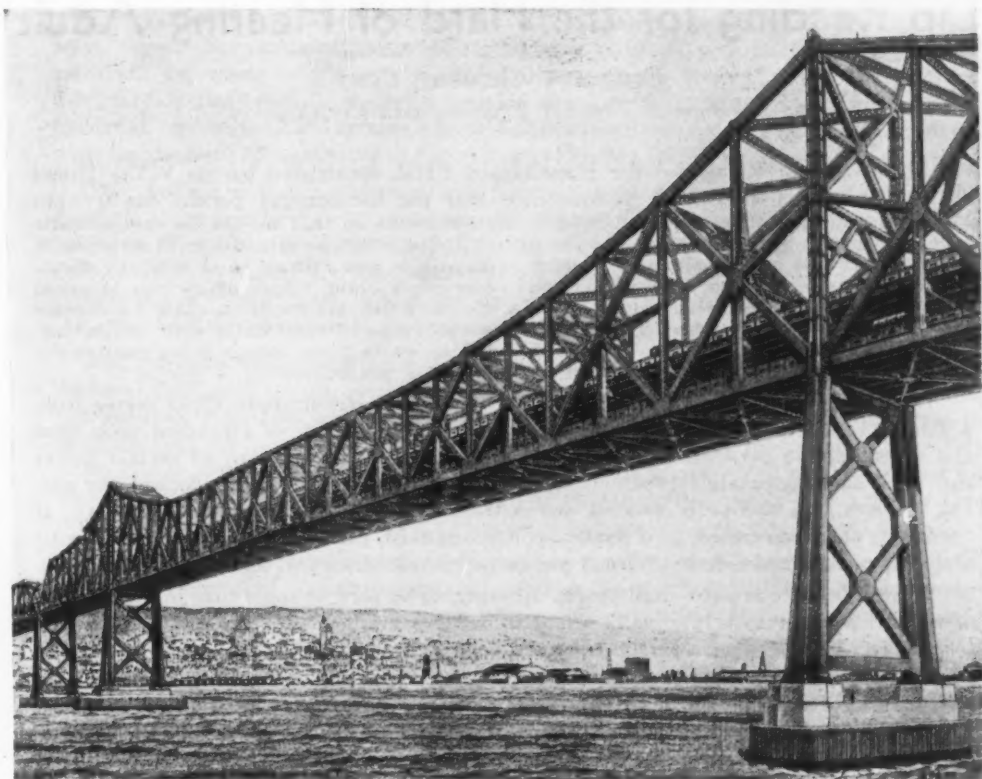
There is, of course, the problem of administering aid to those afflicted with speech trouble. Frequently a student's program has to be changed, or his courses shifted, in order that he may accommodate his time to that of the correction teacher. Some students do correction exercises two hours per week, and some an entire period each day. Where less than full time is given, a student is usually excused from some class in order that he may get in the work.

There is a surprising number of people who are handicapped to a greater or lesser degree by speech deficiencies. After all, what is quite so vital to the speech unfortunate as normal utterance? What difference does it make to one how much algebra, or chemistry, or history, or even composition, he knows, if he stutters so badly that he suffers from all sorts of neurotic disturbances? I know of many such boys and girls for whom our speech correction teacher has opened a new world.

But the teaching of oral English is not solely the task of the English department. The teachers of other school subjects must carry a certain amount of the responsibility, at least to the extent of insisting that the principles taught in the English classroom shall be observed in their own. Otherwise students tend to departmentalize their English, both written and oral. It is the policy of the school that this shall be avoided as much as possible. Our public speaking classes offer an excellent opportunity to carry on correlation speech work with certain other courses of the school. Accordingly, quite a number of us have a working understanding. For example, if a science or a social studies teacher assigns oral reports and some of his or her students are also in a public-speaking class we encourage such students to use whatever topic they choose for both courses. But they must deliver the report in the public speaking class first. We have made this rule, not for the purpose of scrutinizing the subject-matter, but primarily to impress upon the students that preparation, comprehensible organization of contents, and interesting presentation are in order in all speaking situations. There is another and equally important advantage to this arrangement. The students realize that a talk pertaining to some phase of another school subject can be of interest to a public speaking class if properly presented. We have been carrying on this plan for some time and have found it beneficial.

Thus there have passed in review, as it were, the main divisions of our oral expression corps. We endeavor to present to all our students good conversation standards in order that they may be comfortable when socially in the presence of others. They execute simple dramatic productions for the poise, voice training, and appreciation which character portrayal encourages. Voice training drill is given them from time to time so that, in a measure at least, some of the monotony and vocal unpleasantness quite characteristic of us as a people, may be eliminated. We impress upon them the underlying principle and teach them something of the procedure of parliamentary law, not that we expect a crop of parliamentarians to grow from this seeding, but for the mental training and the social sense which should ensue. Much for the same reasons we give our students some practice in the art of group discussion. Finally, we demand of our students, knowing the inevitable social requirements of later life, some facility in the art of making short, but presentable talks. For those who can find the time for electives we have drama and public speaking, where they receive further and more detailed work than is possible in the limited time of the English course. And last, there is the speech correction laboratory of inestimable worth to those in need of it.

SOME who read these lines may say, "Very good so far. But there are obviously many of your students who do not get full measure of all the advantages you enumerate." We admit it. However, there are such things as existing educational requirements, trade and business vocational training standards, popular approval, and what not, all of which make heavy demands upon the students time. The point of the matter seems to be one of relative values, and relative values, being relative, are never constant. Therein lies the hope of all us worshippers before the shrine of more and fuller expressional training.



*One of the cantilever spans, San Francisco-Oakland Bay Bridge, as completed by the artist, showing Oakland in the background.—Plate courtesy of Union Oil Company of California.*

## Unemployment among Children

LAURA BELL EVERETT  
*Oakland Technical High School*

WHILE it is, of course, the parents who oftenest hear the plaint, "What can I play? There's nothing to do here," both parents and teachers will welcome the cheery volume, *I'm Busy*, a book of play activities by Maude Dutton Lynch (Houghton Mifflin) for it should prove an illustrated guide book to Happyland.

Unemployment is as abnormal among children as among adults. With most youngsters it prepares the way for more or less serious mischief. What can children do in restricted quarters? Let Mrs. Lynch answer with ten chapters of

constructive suggestions on box villages, making scrap-books, friezes, charts, giving marionette shows, making collections which may be assembled into a museum, and planning original parties.

There are directions for the keeping of pets and the building of tree houses and other ingenious structures, for those who have sufficient room for those activities.

For parents the book is invaluable. Take, for example, the directions for keeping a family log book. Think of the possibilities of comradeship where parents and children work together on the family log. Some teachers will find here suggestions that can be worked into projects, and all will recognize that the well trained child owes much to the sort of activities that Maude Dutton Lynch has here presented so attractively.

# Lip Reading for the Hard of Hearing Adult<sup>1</sup>

EVELYN A. CLEMENT, *Chief*  
*Division of Teacher Training and Certification*

**I**N the<sup>2</sup> Bill of Rights for the Handicapped Child, formulated by the White House Conference of 1930 there is insistence that the handicapped person has a right . . . to an education so adapted to his handicaps so that he can be economically independent and have the chance for the fullest life of which he is capable; to grow up in a world that does not set him apart, which looks at him, not with scorn or pity or ridicule but which welcomes him exactly as it welcomes every child, which offers him identical privileges and identical responsibilities to a life on which his handicap casts no shadow but which is full day by day of those things which make it worthwhile with companionship, love, work, play, laughter, and tears—a life in which these things bring continually increasing growth, richness, release of energy, joy in achievement.

The principles underlying this Bill of Rights for the Handicapped Child derive from a definite conception of human personality. Just as physical life is dependent upon food and protection, so personality is dependent on the successful outcome of certain drives that must have legitimate expression. If for any reason these drives are blocked, the person becomes shy, unfriendly, morbid, self-distrustful, and finally a complete introvert. If conditions are exaggerated, or if unusual conditions exist, the blocked expression of legitimate drives may make even a normal person an enemy of society, an outcast, a criminal.

These drives are present in all people, stronger, to be sure, in some than in others. The drives themselves may be unequally balanced, but they are inevitably present from infancy to old age. The fact that a person is handicapped or is defective in any manner does not mean that the drive is eliminated or lessened.

The first of these drives is the **desire for security**. This ranges all the way from the child's happiness and feeling of well-being in his home where he is sure of protection, to the adult's feeling of independence and ability to support and care for himself and his family. It is this demand for security that makes the institution of the state possible. A policeman stationed on a corner does not actually command obedience. He is a symbol of power and government, and when a red traffic light is substituted, obedience is given quite as readily because security comes through obedience.

When security is threatened there is immediate difficulty whether in the state, in the family, or in the individual. All handicaps threaten security, and of all handicaps there is none more disconcerting than loss of hearing. The hard-of-hearing person is morbidly sensitive and his education must be directed to lead him out of his confusion into the light of hope and courage.

The second of the great drives is the **desire for experience**. This is manifested in the infant who begins to explore as soon as he gains the use of his muscles. It varies in intensity from the desire of the housewife to try new recipes in her kitchen to the flight of Lindbergh over the Atlantic. If this drive is thwarted, again there is trouble and nothing more quickly puts an end to the quest of experience than a sense of timidity or inadequacy caused by a physical handicap. Education must be provided that will enable the handicapped person as nearly as possible to have normal experiences.

A third powerful drive is the **desire and need for expression**. It is this that causes the child through imitation to learn to talk, to write, to draw. In more advanced stages of development the desire for expression becomes the motivating force of all forms of art, of music, of scientific invention, of literature. That which has survived to us from past ages has come as a result of this insistent desire for expression.

Directly related to the urge for expression and almost indistinguishable from it is the **desire for response**. We are as dependent for mental health, upon the companionship, the understanding, the communication with our fellow men as we are dependent upon food

1. Digest of address delivered to the Hard of Hearing Section of the California Teachers Association in Oakland, November, 1933.

2. White House Conference on Child Health and Protection. Pages 292 and 293.

and shelter for physical well-being. If for any reason there is a block to free expression and an inability to secure an adequate response, trouble is inevitable. Especially is this true of those who are deprived of hearing. The mind is turned inward, there is loss of poise, depression, a temptation to believe that the handicap with its resulting limitation expresses the whole of the personality. According to the Report of the White House Conference<sup>3</sup>, deafness is a disability causing a greater educational handicap even than blindness. Since the handicapped person finds normal expression difficult, his education must be planned and supervised at every stage of his life with the utmost care.

The problem of public education is to insure to each person legitimate outlets for his drives in order that he may break through his limitation of immaturity, of inexperience, of handicap. The education of the hard of hearing is particularly important because auditory defects are so prevalent and are increasing. According to the Report of the White House Conference in 1926 at least 14% of the school children in the United States were suffering from hearing defects; thus more than 3,000,000 children were deaf or hard-of-hearing.

For the deaf child education is provided in the special schools for the deaf. For the deafened child with speech, special schools or special classes are provided, for the hard-of-hearing child individual instruction is given in connection with his usual work. But the program does not stop with children. There is the responsibility for the education of the adult who is faced with loss of hearing. Special classes are provided by local school districts with the purpose of developing a skill which will make possible realization of these drives which give life richness and meaning.

Lip-reading, also called speech-reading, offers a solution to the problem. This is the ability to understand spoken words and language by watching the face of the speaker. At whatever stage of life the hearing grows dim, regardless of how long it has been defective, a knowledge of lip-reading removes the night-mare of economic and social insecurity. Experiences may be entered and enjoyed, expression becomes free, and responses are intelligible and interesting.

Lip-reading classes with trained teachers are provided by local school systems. California is taking the lead in this work. According to the report of the California Association of Teachers of Hard of Hearing, 1612 adults were enrolled in lip-reading classes in 36 towns and cities. This important educational work was being carried on by 34 teachers of lip-reading.

To date the teacher training institutions have been unable to organize courses for the training of teachers of lip-reading. For this reason the State Department of Education has been forced to call upon certain leaders in this field of work. An advisory board, under the direction of Elwood A. Stevenson, Principal of the California School for the Deaf, is working with the Division of Adult and Continuation Education in the State Department of Education to study methods of teaching lip-reading, both in public and private classes and to determine standards of training and certification of teachers.

3. Section III, page 277.

"Training for Journalistic Occupations" is the title of a large, illustrated brochure of the semi-professional publications curriculum of Los Angeles Junior College. This bulletin, beautifully printed and illustrated on heavy plate paper, will be of great interest and help in all California secondary schools which teach journalism or allied subjects.

Robert E. Harris is chairman of the Publications Department. Dr. William H. Snyder has been Director of the College since its inception in 1929.

Mental Hygiene in the Community, by Clara Bassett, comes from the Macmillan Company. This well-written volume of 400 pages is an authoritative statement on mental hygiene in its varied community and individual relationships. It is a substantial reference volume for all workers in this field.

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Secretarial Training, by Slade, Hurley and Clippinger, is recently issued by Ginn and Company. The publishers declare it to be a volume of "championship caliber." It covers general office routine and equipment, and is designed for commercial course pupils during the last year of high school.

## Elementary Remedial Reading<sup>1</sup>

MRS. GERTRUDE RYAN CASPER, *Soto Street School, Los Angeles*

**T**HE method developed at the University of California, Los Angeles, for remedial work for non-readers, I have found very effective with all poor readers in regular second and third grade classes. There are very few non-readers in our schools but there are poor readers in every room.

What is a non-reader? Mrs. Helen Kass Keller of the University of California at Los Angeles explains it in this fashion: "A non-reader is a child of normal intelligence who has had adequate school training and has failed to acquire a basic vocabulary; a child whose reading achievement does not compare with his other intellectual achievements."

A non-reader cannot identify the sounds and phonetic elements. He is often good in music or art, or has a fondness for anything mechanical.

The remedial program should be initiated by a Standardized Test, also by some informal tests given by the teacher. These informal tests may be invented by the teacher. These will help to disclose the individual weaknesses of the individual child. For example, see page 601 in the California Teachers Guide to Child Development for a simple test for diagnosing poor reading habits. By using different colored pencils, this sheet may be used at different intervals to check the elimination of poor reading habits. On page 602 in this same book there is given an informal test for word recognition. This is excellent for discovering weaknesses.

**The Initial Letter Test** is another informal test helpful in diagnosis. Dictate very simple words and have the child write only the first letter. Thus, lack of ability to distinguish initial sounds and the written symbols may be found. This test is also described in the same book. (Pp. 602-602.)

It is best to start the poor reader with very simple reading material. He may be inspired to write his own material. Make success possible by supplying him with any word he needs. Try to have this remedial work when the child is responsive and eager; make the periods of effort of short duration and short intensive periods. Give the child a feeling of confidence and let him feel that he is accomplishing a great deal. Provide a way wherein he can see his own improvement. A daily bulletin board written by the teacher helps to stimulate reading. Mention the child's name. Write simple notes for the child's mail box. Type the child's stories and return them for him to read in print. All these help to interest the child in the art of reading.

**Reading From a Test.** Procure very simple reading material. The child reads; if he does not recognize a word, the teacher quickly supplies the word. She writes this word "blackboard" size in a paper booklet for the child just beginning this method. When the child finishes reading, he traces the word with his first and second fingers. He then tries to write the word. When correct, he finds the word in his reader. He reads the page silently. Then the teacher lets him read again. If each-day's words are written on a separate sheet, it will be noticed that there is no repetition of the same words. The teacher must have confidence in this system and instill this confidence into the child by her own attitude. (Keller-Fernald Method.)

If the teacher wishes to use the child's written work as a basis of reading, about the same procedure may be used. Let the child write about anything he wishes. It may be about airplanes or something that the child is interested in, or it may be the activity that the class is having. If he needs a word, he may look it up in his own Spelling Book dictionary, or the class dictionary, or he may ask the teacher. She writes it on the board or on paper. The child pronounces the word, and traces it with his first and second fingers. He does not copy the word. When he feels that he knows the word, he writes it on the

1. This method for helping slow readers has been used in the remedial reading rooms in Los Angeles under the supervision of Mrs. Helen Bass Keller.

board and compares it to his copy. Now he is able to write this word in his story. (Keller-Fernald Method.)

The child gradually learns new words through the phonetic elements learned in other words.

The written work can be typed and put into booklet form and used in the reading.

In carrying out a Community Activity, my class wrote original stories about Our Principal, Our Clerk, Our Nursery Matron, Our Nurse, Our Doctor, etc., using the method outlined above. I typed these stories and bound them into booklets which the children illustrated. We made about 25 booklets averaging 30 pages, or stories, in each. No other reading material has been as vital. The interest and enthusiasm has spread to the other children in the school as well as the parents.

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\* \* \*

## C. T. A. Southern Section

Teaching Staffs Enrolled 100% in C. T. A.

As of February, 1934; in addition to schools listed in previous issues. \*Indicates one-teacher school.

**Imperial County:** Highline, Lantana.

**Inyo County:** Aberdeen\*, Olancho\*, Owenyo\*.

**Los Angeles County:** Artesia, Bassett, Culver City Elementary, Del Sur, Elizabeth Lake\*, El Monte Elementary, Pine Canyon\*, San Gabriel Elementary, Beverly Hills—Hawthorne; Burbank—McKinley; Glendale—Herbert Hoover High School, John Marshall Elementary; Inglewood—Centinella, Highland; Long Beach—Junior College, Continuation High School, Edison Junior High School, Franklin Junior High School, Lindbergh Junior High School, Washington Junior High School, Jane Addams, Bryant, Burbank, Burnett, Edison, Fremont, Garfield, Grant, Lafayette, Lincoln, Longfellow, Los Cerritos, Lowell, Mann, Naples, Roosevelt, Signal Hill, Temple, Washington Elementary, Whittier, Willard, Columbia, Administrative Department, Music Department.

**Los Angeles City:** Brooklyn Avenue, California Street, Canoga Park, Chapman Avenue, Fifty-second Street, First Street, Garvanza, Glenfeliz Boulevard, Gravois Avenue, Hammel Street, Home Gardens, Meyler Street, Monte Vista Street, Nevin Avenue, O'Melveny, Pacific Boulevard, Roscoe, The Palms, Wadsworth Street.

**Orange County:** El Toro, Ocean View, Orange-thorpe, Westminster.

**River side County:** Palo Verde Valley—Ripley, Enterprise, High School.

**San Bernardino County:** Cima\*.

**San Diego County:** Dry Lake\*, Encinitas, Hippas\*, National City Elementary, West Fallbrook, Ramona Union High School.

**San Diego City:** Chollas, Encanto.

**Santa Barbara County:** Hope—Hope, Preventorium; Wasioja\*, County Superintendent's Office.

**Santa Barbara City:** Franklin, McKinley.

**Ventura County:** Bardsdale, Pleasant Valley.

**Ventura City:** May Henning School.

# Business Education for Consumer and Citizen

JESSIE GRAHAM, PH. D., *Associate Professor of Commerce*  
*State Teachers College, San Jose*

**I**N the minds of many laymen, business education represents merely training for clerical, stenographic, and bookkeeping positions. That such training has long been regarded as the be-all and end-all of the "commercial course" is explained by the history of this phase of education.

From the early national period through more than a century of business expansion in the United States, there was a demand for trained office workers which the schools could scarcely fulfill because of the large number of workers needed.

Of late years, however, the growing conviction that good "general" education is a prerequisite to the efficiency of business workers, together with employment conditions, has led to the upgrading of requirements for office work. The result has been that vocational clerical training has been virtually eliminated from the junior high school, undergraduate "short courses" have practically disappeared from the senior high school, and graduation from high school or junior college has become an almost universal prerequisite for office employment.

Concurrently with these changes in clerical training, has come the realization that the consumer and the citizen have many business contacts with consequent need of business education in order that the business aspects of their lives may be handled intelligently. The result is that today business training is offered to all pupils in junior high school as an aid toward fulfilling the "interpretation of environment" function of that institution.

In the senior high school, two groups of courses are offered: social-business, for all pupils regardless of future profession or occupation; and technical-business, for those preparing for business occupations. In fact, at least two of the so-called "technical-business" subjects—type-writing and bookkeeping—have personal-utility as well as vocational values.

While the emphasis in this paper has been placed upon these frequently neglected phases of education—business education for the consumer and the citizen—it is not intended that the values in technical-business education be overlooked. Indeed, teachers giving vocational business courses in our secondary schools are

rendering an indispensable service to those young people who find it necessary to prepare for immediate wage earning instead of attending institutions of higher education.

## Social Values in Business Education

The wisdom of offering business education to all pupils can readily be seen from an analysis of the business contacts of the consumer and the citizen. The value to the social group of the education of individual members so that they conduct their personal business affairs intelligently, with due regard for the rights of others, cannot be overestimated.

Certainly, the number of dependents would be decreased if there were an increase in business literacy. The benefit to the social group of enlightened citizens intelligently voting upon bond issues and tax measures would, naturally, be great. While the mere offering of business education to all pupils cannot achieve these happy ends, it can result in practical betterment of present conditions and represent a step in the right direction.

## Business Education for the Consumer

According to Walter Pitkin, man is at his worst as an investor. Thus, in consuming the services of those who would not only safeguard his money but make it yield an income, he is in real need of business education.

Then, too, in order to spend his money intelligently, the consumer has need of much business information. This is especially true of the housewife who spends 85 cents of every dollar spent in retail stores.<sup>1</sup>

The important part to be played by the consumer in business recovery is shown by the appointment of a Consumers Advisory Board in connection with the National Industrial Recovery Administration. Indeed, the consumer is a vital factor in business prosperity, his activities have many business aspects, and he has consequent need of business education.

## Business Education for the Citizen

That the citizen has need of business education is obvious when one considers the business

1. Quoted by Walter Pitkin in *The Consumer, His Nature and His Changing Habits*, McGraw-Hill Book Company, Inc., New York, 1932.

dealings involved in any governmental program. The citizen needs adequate and correct information as to money and banking, taxes, bonds, war debts, tariffs, federal and local public works, governmental co-operation in business and industry, and all current government regulations—all of which have business implications.

#### Personal-Utility Values in Business Education

All persons, regardless of profession or occupation, have business contacts. The artist, the musician, the physician, the clergyman, the laborer, etc.,—all have business dealings and, therefore, have need of business information. Arrangements made for selling the services of professional people, investment of surplus funds, collection of debts, buying and leasing of real estate, insurance of various kinds, and many other activities involve business transactions, the satisfactory performance of which is aided by business training.

#### Items of Business Information Having Social and Personal-Utility Values

Some topics with business implications of value to all persons are: a picture of the service rendered by business in our present social organization, postal information, telephone and telegraph service, record keeping, filing, investments, insurance, banking procedure, transportation, buying, advertising, credit transactions, various business papers, letter writing, budgeting, real estate procedure, and business law.

#### Appropriate Business Courses for Junior and Senior High Schools

Courses in "junior business training," "general business training," "elements of business," or "introduction to business," are offered in many junior high schools in California. Such courses are made up of items similar to those in the above list. As these items are a necessary part of the education of the citizen and the consumer, it would seem highly desirable that such courses be offered to all pupils in all junior high schools.

There is also sufficient valuable material of senior high school grade to warrant the giving of a course in the senior high school, open to pupils in all curricula, covering: investments, banking, real estate transactions, insurance, business papers, budgeting, record keeping, and similar topics. A few senior high schools in California are already offering such courses.

Almost all high schools in California, in addition to the necessary vocational-business subjects, offer one or more of the social-business subjects: business law, economic geography, business economics, salesmanship (as personality

development, as 'buymanship,' or as a vocational course), advertising (from the buyer's or seller's point of view), business English, and business organization.

By the offering of courses in business information for all pupils, the secondary schools of California are rendering a valuable service to the consumers and citizens of this "business age" of which we are a part.

\* \* \*

Warren E. Schuell, executive secretary, National Association of Student Government Officers, with offices at Sapulpa, Oklahoma, reports that five states are planning state conferences of high school councils this coming spring to form state associations.

\* \* \*

### The Voice of the Teacher

*Summary of an address given by Lee Emerson Bassett, Professor of English, Stanford University, before the convention of the National Council of Teachers of English.*

**S**PEECH is often thought of as consisting chiefly of words. So long as we make our words intelligible, we are considered to have met the needs of speech. Yet words are but a part, sometimes a minor part, of the effect produced by speech. The manner in which words are spoken, the tone and quality and range of voice, are determining factors in the effect produced.

A thin, weak, monotonous voice of unpleasant quality is comparable to a thin, limited vocabulary or to one made up of vulgar, uncouth, inappropriate words. Harsh, strident tones shock and cut even when the words themselves are inoffensive and mild. The influence we exert in our communication with our fellow-beings is determined in a large and surprising measure by the manner of our speech and the very sound of our voices.

We are known by our voices as we are known by our faces and general appearance. The voice reveals not only our changing thoughts and moods but also our habitual characteristics of mind, our spiritual selves, our attitude toward ourselves, toward others, toward life and the world we live in.

Voice is an acquired faculty. It can be improved as an instrument of expression. It lies within the range of possibilities of every person, whose vocal instrument is normal, to acquire those qualities of voice that render speech clear, attractive, pleasing, and impressive.

We should give as much attention to our voices as we do to our grammar and vocabulary. An extensive vocabulary and faultless grammar may be made impotent by a bad voice.

## Just Stones

MARGARET WALKER BICKLEY, *La Mesa*

**A**MONG other materials which may be had for the taking is this material plentiful and ever-present, well-known in the experience of most schools and in childish warfare. Rolled down through the ages with innumerable experiences recorded and revealed are the familiar rocks that encumber the wayside and infest the schoolground.

Interest in stones is one which, so far as I have observed, has been given little space in nature-study or school plans. Yet most primary teachers must be conscious of the fact that offerings are brought in with an enthusiasm already created in treasures of stones found on the playground or en route to school.

Most of us would have to acknowledge there had been only a half-way response to this interest while automatically depositing the treasure on desk or chalk-trough until a convenient time to throw them out. Children see so much in stones that the ordinary grown-ups fail to appreciate. We tolerate the offerings brought in rather than use them to quicken the mind, widen the interests, and stimulate the imagination.

It was after analyzing my own attitude toward this six-year-old enthusiasm, when I was wearied with stones "to the right of me" and stones "to the left of me," that I came to the conclusion that any sensible teacher would make use of a ready-made interest and give it a vent rather than continue to sidetrack it. I have not solved the problem, but did follow up my conclusion with a more intelligent interest in the children's enthusiasm, and in plans for finding an outlet for their interest.

Our playground was particularly stony after having been torn up with the building of a new primary unit. It seemed as if tons of stones had been carried off, but they continued to emerge from the earth, a menace to bare feet and knees. It was worthwhile to turn what seemed misfortune into an asset.

The older boys of the primary unit, after having had stories of Washington and the Revolution, built forts with amazing energy and zest, but when the forts were completed the natural use of forts took possession of their imaginations and warfare ensued. This, of course, was antagonistic to the social ideals of the playground and the forts had to be wrecked.

Next came stories of adventure, stimulating another constructive-play idea. The side of an exposed slope with piles of rocks at the bottom

from fallen forts, inspired the young adventurers to the making of caves and caverns with secret passages and chambers where the treasure was supposed to be hidden.

Younger children made houses, outlining rooms, and set up housekeeping. They never seemed to weary of the home-keeping interests, with the care and discipline of their children. Neighborhood interests grew with social calls and visits, community life became extended in make-believe structures bounded by stones.

Unlike the other children, however, the first grade children seemed to have a deep interest in, and love for, the stones themselves. A course in appreciation was automatically set up. The beautiful, the unusual stones had to be handled and talked over, the characteristics noted, "what made them 'thus and so'?" If a stone sparkled did it have gold, or silver, or precious stones?

Dreams of wealth filled their minds. Young miners launched a mill, cracking up and grinding to grains stones that would yield. Energies were released, instincts of finding and exploration were satisfied. In a simple way we talked of the smooth stones and those with beautiful colors and markings, the story of Nature's ways and workings in the life history of rocks and stones.

Our most interesting experience came one day when, as usual, the first graders were looking for interesting things in stones. The janitor and some of the older boys had been at work gathering up stones, as they frequently did to help clear the playground. They had abandoned the cart they were filling and in a short time the first graders were clambering over the top, exploring and chattering about their finds.

### A Magic Petroglyph

The stones were a common lot, smooth, hard-grey, well-rounded stones. How it happened that one was chosen by a certain child rather than by another I do not know, but through a recently developed curiosity to know what stones looked like on the inside, the child had, by persistent pounding, cracked open this stone. It cracked not quite in the middle, and as the two pieces fell apart a shout of excitement went up, for on the surface of cleavage on each was a charming picture, traced in soft charcoal shades on the light grey and red background.

It had all the effect on us of having tapped at the door of a rock and, by magic admitted to the heart of it, finding ourselves in a woodland scene. We seemed to share the experiences of

elves, or gnomes, or wood-sprites. It made us wonder what other secrets might be hidden in the hearts of those other common stones there in the dump cart.

Besides those who were taken by the experience on flights of fancy to the glorious realms of the imagination, there were the budding scientists all agog with "whys?" and "whats?" and "hows?" which brought more stories of how things might have happened.

Our next interest in stones came with our study of homes. This led to stories of primitive men and first homes. The children realized that as men came to make their homes on the ground they needed some means of defense. They became primitive children going about looking for the most available weapons and tools. Stones with sharp edges were found useful, spearlike forms, knives, axes, arrowheads, hollow stones, for grinding, pestals, chisels for hollowing out for utensils, etc.

After these outlets our last project with stones for the year was to beautify the schoolroom, and supplement the gardening interest. Our garden in the lovely patio had been plotted and planted and there were still some longings unsatisfied. There was still an accumulation of stones unclassified, just stones, cumbering every available place, and the happy thought came, "Let's use them for a rock garden for our schoolroom!"

The idea took and plans were launched. Our long work-table was pressed into service. The janitor was consulted and in a short time a waterproof lining was provided and strips for the sides to hold the dirt. We decided that a deep layer of sand would be needed first, for drainage. This the children brought in buckets from the sand pile. Then the stones were assembled so as to make deep pockets between the piles for the plants.

### **We Raid the Ravine**

We really ran out of stones and had the thrill of going to the shallow ravine and spending a half hour gathering, sorting for best sizes, and incidentally enjoying the stones we handled. The greatest pleasure came when we took them to the faucet and washed them. If there had been no other interest this would have been pleasure enough in itself, for stones reveal their fascinating colors and interesting aspects when the soil is washed away and the surface is wet.

Our next problem was to get good soil to fill in the pockets between our rocky cairns, and then to get the plants. Here came the happy social experience of contributions. Soil, leaf

mold, pansy plants, small blossoming shrubs, and everything the children felt would make the garden beautiful were volunteered.

The outcomes of volunteering are not always satisfactory, but this time there were results. In two days everything necessary was brought and by the third morning a beautiful miniature-woodsy, outdoor scene was a part of our room. The children thrilled over the lovely pansy faces, of blue and gold and bronze, of tiny blossoming sprays and shrubs, dainty vines climbing over the rocky edges. We shared the pleasure with many visitors, and when the pansies were through blossoming we transplanted them to our garden in the patio for a border.

### **The Joy of Questing**

I do not know what future values our experience with stones may have. As we expose each class to rich experiences in music, art, literature, dramatics, or science we are meeting one of our greatest responsibilities, and giving each child the chance to find himself or herself.

Whether or not genius or great talent find their wings these early years, we can have the happy satisfaction of opening up vistas of life, enriching experience, and awakening desires for each child who comes into school experience. "Just stones" may be one of the mediums to this development.

\* \* \*

### **Ted and Polly**

**A**N innovation among educational publications has made its appearance this month. It is "Ted and Polly," the first typewriter book for children ever printed, of which Dr. Ralph Haefner of Columbia University is the author, and the Macmillan Company the publisher.

The initial consignment was delivered to the Horace Mann School, New York City, demonstration school of Teachers College, Columbia University, where typewriters are in use in every grade, and the books will be speedily installed in other classrooms in which typewriters are a part of the standard equipment.

Publication of "Ted and Polly" represents the second phase of an interesting experiment into the influence of the typewriter on elementary school education, which was begun three years ago by Dr. Ben D. Wood of Columbia University and Dr. Frank N. Freeman of the University of Chicago. Nearly 15,000 children in widely separated classrooms throughout the United States participated.

## Teachers Have Ideas

*Here Is a Chance to Express Them*

**A**NY teacher who is a member of California Teachers Association is offered opportunity to write for a group of state association journals. This is a competitive endeavor. The winning paper in each of the eight divisions listed below will bring its author a check for \$50.

For several years nationally prominent educators and others have been writing articles which have been syndicated among a group of state teachers magazines. For 1934-35 it is desired that authorship for this series shall come from the rank and file of teachers and school executives.

Manuscripts must be mailed to reach State Teachers Magazines, Inc., Room 1402, 189 West Madison Street, Chicago, Illinois, **not later than**

**May 30, 1934.** A board of competent judges will pass upon the articles. The winners will be notified on July 10, 1934. The winning articles will appear in print during the school year 1934-35.

Here are the eight subject-matter divisions. You may submit manuscripts upon more than one of these topics, but no one will be awarded first prize in more than one division.

1. New Objectives in Education.
2. Leisure Challenges the School.
3. Vitalizing Rural Education.
4. Interpreting the School to the Public.
5. Training for Civic and Political Responsibilities.
6. A Personality Portrait of the Greatest Teacher I Have Known.
7. Making Character Education More Effective.
8. Miscellaneous—write on a subject of your own choice.

Begin planning your paper now. Keep in mind that your article should not exceed 1500 words in length. All articles should be type-written, on one side of the paper only, and double-spaced. No manuscript will be returned. Write your name and address in the upper right-hand corner of the first page. Indicate below this the number of words.

\* \* \*

Teachers of Ukiah High School and Ukiah Elementary School are enrolled 100% in C. T. A. for 1934 as are also the teachers of Nokomis School in Mendocino County.

\* \* \*

## A Tribute to Walter Hughes

MADELINE DAVIES, *Los Angeles*

**W**ALTER HUGHES, principal of San Pedro Street School, Los Angeles, who completes his 53rd year of service in the school system this June and retires, was recently tendered a warm and genuine expression of appreciation by his friends and teachers in the form of a dinner held at the Women's Athletic Club. Seventy teachers attended, many of whom had formerly served with Mr. Hughes and who were pleased to have such an opportunity to express their kindly regard for him.

Flora Cohn, vice-principal, presided as toast-mistress and introduced many old friends who expressed greetings and related many interesting happenings that had occurred in previous years. A material token of esteem was then presented Mr. Hughes, a beautiful Gladstone bag given by his past and present teachers.

Mr. Hughes began teaching in Ohio. In 1905 he came to Los Angeles and taught at the Euclid Avenue School. His first principalship was at Castelar where he served for a few years, being transferred later to San Pedro Street School where he has been ever since.



is just the thing for supplementary projects. Combines lulling verses with outlines of common flowers ready for paint brushes or crayons. Inexpensive and highly educational. Send for a free sample copy. If further copies are wanted by school children they can be obtained through the nearest dealer in Lilly's Seeds.

The CHAS. H. LILLY CO.,  
Dept. A, Seattle, Washington.

Please send me free copy Lilly's Garden Paint Book.

Teacher \_\_\_\_\_

Address \_\_\_\_\_

School \_\_\_\_\_

## Let's Talk Better

WALLACE R. MURRAY, JR.

*Theodore Roosevelt Junior High School, San Jose*

**H**OW many times during each school day does the teacher hear such speech perversions as "nuttin'" for "nothing," "er" for "or," "are" for "our," etc.? Our students are full of abbreviated pronunciations. Our present civilization is one of speed and haste; very apparent is this fact in the speech of our children.

What can be done about it? Shall we allow our students to continue mispronouncing our language? I believe very few of us will answer the latter question in the affirmative. Then, as teachers, let's eradicate our present sloven speech.

We all agree that a child should learn to write and express himself clearly. All English teachers know that it is important for the student to master rule 221a. Throughout our entire school program we are continuously drilling on sentence sense to avoid baby blunders or run-on and incomplete sentences.

Is it important that we do this? Indeed it is! Yet, do we write more, or do we speak more? Everyone knows that the average person speaks many times more than he writes. Even the business man must speak to dictate his letters. Then shall we continue to emphasize written work? By all means, do, but please don't entirely ignore oral work.

To me a mispronounced word is as serious as a misspelled word. If each teacher would spend a very few minutes of his or her time correcting sloven speech, I am sure that such time would be valuably spent. It would take but a few minutes for us to tell a child to say "or something" in place of "er sump'n." For the child who nasalizes his words and says "caow" for "cow" or "daown" for "down," can't we pronounce the word correctly and have the child **hear** the difference?

One reason why our children are so very apt to use poor oral English is because their attention has never been called to the fact that they are incorrectly speaking. Only a few days ago my attention was called to the way which I pronounce the word "just." Up to that time I was not aware that I had pronounced the word "jist."

In what class should this correction work take place? The only sensible answer is that it should take place in all classes. The arithmetic teacher should be responsible that the child says "per cent" and not "per sint." The geography

teacher should guard against the children's pronouncing "south" as "saouth."

Those schools which have speech teachers are fortunate. However, even in a large school where a speech teacher is employed, it is impossible for that one teacher to accomplish a great deal. Usually the teacher comes in contact with rather few students. Speech courses are often given as electives; hence only those interested in speech enter, while those who do not register in such courses are usually the individuals who need the work most. Then it would seem that the most workable remedy would be for **each** teacher to feel a responsibility in the correct speaking of each youngster.

I feel that I should dwell on one thing more—that of voice projection. Too often our students literally yell in the classroom. On the other hand some students speak no louder than a faint whisper. Let the child understand that he should adjust his voice to the place in which he is speaking. Make him realize that he does not need to speak as loudly in the classroom as he does on the playground. Not only have students this to learn, but teachers must also learn it. Large numbers of us talk too loudly. Often I find myself using an "assembly" voice in the classroom. Students and teachers alike should learn at what volume and pitch the voice is at its best.

I do not advocate affected speech. Good, clear, and natural speech is my plea. For most of our students it is unnatural to use the broad *a* such as the English use in the word "can't." We shall find very few pupils pronouncing "toward" the way the dictionary gives it ("to-erd"). Good speech should help to develop a naturalness in the child.

Check up on the child when he speaks too rapidly or too slowly. Tell him to punctuate his speaking. Have him see that "gonna" is a run-on way of saying "going to." The pupil probably takes special care not to use run-on sentences. This special care was passed on to the student by the teacher. Likewise, it is up to the teacher to see that the child avoids run-on words.

And the beauty of all this work lies in the fact that as soon as the class becomes "speech conscious," individual students will help to correct the speech of the entire class.

\* \* \*

Pamphlet of Information concerning Lip-Reading Classes for Hard-of-Hearing Adults in the Public Schools of California is a useful bulletin of 5 pages printed at the California School for the Deaf, Berkeley.

## OF IMPORTANCE

There is a reason, a time and a place for Chewing Gum. And it is well to bear in mind that teeth require not only proper nutrition, personal care and dentist's care but plenty of chewing exercise . .



*Chewing Gum is good for Children's teeth. Let them chew it as soon as they can learn to.*

CHEWING gum helps guard first teeth. Upon their regularity and spacing, permanent teeth come in straight or crooked. One of the great difficulties with soft food is that children get so little to exercise their teeth on. More and more, the baby teeth are crowding and this is tragedy for the second teeth. Crusts and certain raw vegetables offer help but children generally have to be forced to chew them. Many dentists today

recommend chewing gum. No forcing here—all children enjoy it. A fresh stick of gum 5 to 10 minutes after meals is excellent.

### Forward Looking

... business groups shun extravagant statements. They call upon great Universities to make impartial investigations of their products. Results of such research form the basis of our advertising. What you read over our signature about chewing gum, you can believe.

The National Association of Chewing Gum Manufacturers

G-40

## The Friendly Giant--an Electrical Activity

EMMA C. RICHEY, *Morgan Hill School, Santa Clara County*

**W**E called this electrical activity, "The Friendly Giant," because of the vast amount of hard work that electricity does for us. English, art, history, science, sewing, drama, printing, research, manual training, and mathematics contributed to make this the most complete activity our Eighth Grade class has ever attempted. The co-operation was perfect. Everyone did what he could to help and willingly took advice and suggestions from others.

**Purpose.** 1—Provide an outlet for the child's natural inquisitiveness; 2—Correct erroneous ideas on this common servant; 3—Stimulate research; 4—Gain knowledge, banish superstitions; 5—Develop appreciation of modern conveniences which are often taken for granted; 6—Strengthen class loyalty by co-operative effort and pride in worthy achievement.

**Procedure.** Each child wrote suggestions of things we might do. These were read and discussed. A list of the best was written on the board. Children were given the privilege of signing their names to work on any they liked. Some worked on several. Those showing special ability acted also in an editorial capacity checking on facts and reliability. When we needed a larger table than the school provided, the boys got some old planks and extended it to the proper size and covered it with butcher's-paper. Children were encouraged to be electrically-minded, bringing materials, suggestions, clippings and appliances.

**Electric City.** We decided to represent Sao Paulo, South America, on our table because it is known the world over as the Electrical City. Our class knew that perhaps the background should have been a plateau, but after the little girl who worked on that and with chalk made such a charming picture of mountain, coffee-plantation and forest, we decided that none of our visitors would be the wiser.

We took card-board boxes for all our buildings. We cut out windows and doors,

pasted cellophane over the windows and calcimined the buildings various shades to represent stucco.

Presently we had a city complete from bakery, beauty-shop and hotels, to church and school. The streets were laid out wide enough for electric train to run up and down and around to the delight of all. Each house had a wee lawn of green paper with tiny pebbles for a border. Shrubbery and trees stood in appropriate places throughout the city. They were stuck into small squares of laundry soap to make them stand alone.

Two strings of electric lights (Christmas-tree lights) formed the electroliers of the city. Each little globe was tied to the stick of a tinker-toy which was set into a square base which the boys made of bits of mill-blocks. The transformer served as a power-house.

The power-line coming from the distant hills of the background was joined at the corner by copper wires carried over to the tower, which was constructed from an Erector set. It made a charming city. The delight of the children and the community was keen.

**Historic Border.** Our Franklin border was also entirely original. The children put gray paper for a background. They cut hills from dark gray and pinned them up. They used yellow chalk to make the zigzag lightning at intervals. Next they made Franklin's kite and pinned them at intervals. At last they got up the courage to make Franklin's head and shoulders. It was a beautiful border in spite of its sombre colors.

**Charts.** We had a "Do You Know" chart in which questions (Page 45) were put before the class in order to stimulate research; a "Vocabulary" chart in which we learned electrical terms of common use; a "Who's Who" chart in electricity in which inventors and what they had done were noted. Probably most artistic was a "Friendly Giant" chart which showed all the wonderful aids electricity has given. It bore the motto:

*The giant of the hilltops  
Sends down his aid to you;  
And all the work that's hardest  
He gladly helps you do.*

**Pictures.** There were pictures of men high in the electrical world. There were maps showing power-stations and transmission-lines throughout our state. We made quite beautiful water-color reproductions of waterfalls to show the source of current electricity.

**Graphs.** Some of the boys made excellent graphs—circle, bar, and line varieties—representing interesting electrical facts. There were drawings of electric-meters with instructions for reading them; also drawings of generating plants and dynamos.

**Original Poems.** Many lovely poems were written by the children. They were typed, mounted on art-paper, and pasted on a strip of butcher's-paper. All charts were made of same materials.

**Experiment Table.** On our experiment table were,—a wet battery to which a tiny bulb was attached, making a light; a transformer set up, so that we could form a circle and get shocks (much fun); an electric magnet—very entertaining—; and a book recording the experiments which we had conducted in class. There was also an arc-light.

**Sewing.** Our Sewing Class made dresses for the Red Cross on an electric sewing machine. These made an impressive addition to our exhibit.

**Play.** We wrote and presented an original play based on the Rip Van Winkle plot; having Rip come home and find all the marvelous aids—electrical appliances—and his wife now changed into a desirable creature. Our play is given below.

The children were so pleased and proud of their room that we kept everything for weeks. They and I learned much, and decided that the subject was like the ocean. We had played around the edges, but had kept safely near shore.

## A Modern Rip Van Winkle

### A Two Act Play

**Setting:** Poorly furnished room—table and kerosene lamp with smoked chimney.

**Mrs. Rip Van Winkle:** (With broom and dust-pan and hair tied up, with a cloth, scolding.) It's

one continual, never-ending job of scrub and clean. Now I could a swept up a little and let it go at that—got a little time out in the fresh air that's supposed to be good for a body—but there's the muddy tracks of that lazy hound-dog that Rip will keep. So I've got to scrub! That's always the way!

(Works a while.) That lamp has to be filled today too. I told Rip to turn it low so's not to smoke the chimney. That's all the good it did! Woman's work is never done!

(Enter Rip.) Stop right where you are! Don't dare step your foot inside this door unless you've cleaned every speck of dirt off your shoes. I think I'd like to live in Japan where you have to leave your shoes outside.

**Rip:** (Apologetically.) Aw, there isn't any mud outside. Hasn't been rain for a month.

**Mrs.:** Look at those tracks! No mud indeed! Here I scrub and clean and clean and scrub.

**Rip:** You get a lot of comfort feeling sorry for yourself, don't you, Sarah?

**Mrs.:** It's little sympathy I get from you. It makes my blood boil to see you stand around doing nothing while I scrub and clean and scour up after you and that good-for-nothing dog.

**Rip:** Sighs, shrugs shoulders and exits.

(Enter daughter.)

**Daughter:** Oh, Mother, Daddy is going hunting. I saw him call the dog and take his gun.

**Mrs.:** Run and play. It's a good thing he's gone. The house will stay clean a minute or two.

**Daughter:** You're just cross 'cause you're tired, Mother. I wish you wouldn't work so hard.

**Mrs. R. V. W.:** Run and play. (Exit daughter.) I guess the child is right. I'm tired of this everlasting, back-breaking work.

End of Scene I. Here some one explains the passing of time.

## Scene II. Thirty Years Later

(House in order, with modern appliances, electric lights, sweeper, radio, iron, fan, sewing-machine. Mrs. Rip sits sewing at electric machine. Hums a song.)

**Enter Daughter** (now a woman): Oh, Mother, isn't that pretty!

**Mrs.:** Just think, I have time to make pretty things for my grandchildren, time to read and do all sorts of pleasant things. If your father had only lived until now, he would have found me a different person.

**Daughter:** I can remember when I was a little girl, how you used to scold about mud and tracks and dirty clothes. (Saunters to window.) Oh Mother, here comes another tramp! I wonder where the twins are. I must get them. I'm always afraid of kidnappers. (Exit.)

**Mrs.:** (Goes to window, looks closer—exclaims.) Can it be possible that he has returned alive after all these years? No, no! I must be imagining things! He's turning this way! Why, it is Rip Van Winkle!

(Enter Rip, looking as if he expected trouble.)

**Mrs.:** (Still stunned.) Are you really alive, or am I seeing a ghost? (Puts out hand to touch his arm.) Now Rip, you get right out of those dirty ragged clothes and into some clean ones. I will put them through the electric washer this afternoon. I don't mind washing and scrubbing any more, Rip. I have everything so easy. Just think, an electric washer!

**Rip:** Electric washer!

**Mrs.:** It hardly seems possible that you have been gone thirty years, and do not know about all our modern conveniences. (Looks toward door.) Oh, I see you tracked in mud again. Well, that will only take me a minute to pick up with the sweeper.

**Rip:** It's beyond me! (Looks bewildered.)

**Mrs.:** Don't look so uncomfortable, Rip! Make yourself at home while I prepare you something to eat on my electric stove. I'll bet you haven't had a square meal in all these years! I suppose it serves you right for running away. (Exit.)

**Rip** (wanders about aimlessly, sees electric-light switch and examines it. Turns on light and jumps): Oh my goodness! The house is on fire! Fire! Fire!

**Enter Mrs.:** Rip, will you sit down and quit being so figety. Nothing is wrong. We needed the light anyway. Just think, never a chimney to wash any more. Not a lamp to fill! Isn't that heavenly! And I'll iron you a clean shirt in just no time.

**Rip:** Shall I put the irons on the stove?

**Mrs.:** No. Just plug in and watch my iron heat. (Rip plugs in the cord.) (Telephone rings.)

**Rip:** Is that the firebell?

**Mrs.:** (Laughs.) No, no; that is the telephone. You talk to other people over miles of space. Isn't that wonderful! Would you like some music?

**Rip:** No, I'm too tired to go anywhere tonight.

**Mrs.:** But you won't have to go anywhere. I'll just turn the radio on. (Turns on radio.)

**Rip:** (Rip jumps up scared as the radio speaks.) My gracious! Is this house haunted?

**Rip:** (Rip wipes his forehead.) My, but it's hot this evening!

**Mrs.:** I'll just start the electric fan.

**Rip:** (Rip leans back in chair enjoying the luxury.) This is what I call really living.

**Mrs.:** Yes, all this and many more things come from having our Friendly Giant, electricity.

## Questions for Do "You Know" Chart

### Do You Know?

1. How electricity got its name?
2. Five substances that are good conductors of electricity?
3. How Franklin proved that lightning and electricity are the same?
4. The difference between static and current electricity?
5. How electricity happened to be first observed?
6. Five substances that are non-conductors of electricity?
7. How electricity is produced?
8. How long men have made electricity do the world's hard work?
9. The speed of electricity?
10. How to get a person off a live wire?
11. The difference between a direct and an alternating current?
12. Why metals conduct electricity?
13. What potential electricity means?
14. About electrical fish?
15. How electricity flows?
16. How to read a meter?
17. Why you should not turn out the light while in the bath tub?
18. What great advantage water power has over oil and coal?
19. Where and when the first hydro-electric plant was built?
20. What was the first step in making electrical power?
21. How to get the most out of oil and coal?
22. What is meant by horse power?
23. The three great sources of power?
24. Why copper wire is insulated?
25. Of what materials the Atlantic cable is composed?
26. The words of the first telegram passed over the wire?

\* \* \*

## Ada Kennedy: Teacher of Homemaking

ESSIE L. ELLIOTT

*Manual Arts High School, Los Angeles*

**W**ELL-KNOWN among the educators of Southern California is Ada Kennedy, director of home-making in the John Muir Technical High School at Pasadena. Miss Kennedy was first educated in the schools of Topeka, Kansas. She was graduated from the Kansas State Teachers College, and received her B. S. degree from that state's Agricultural College. She has since taken special courses in Teachers College, Columbia;

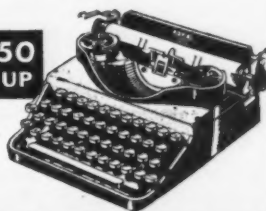
University of California; University of California at Los Angeles; and Oregon State College. She is now completing her Master's Degree at the University of Southern California.

Her textbook for junior high schools, a "Food Study Manual," is widely used throughout the United States. Miss Kennedy ranks high among those home economics teachers who recognize the problems of the modern girl in a modern world. She has made two valuable surveys: one as a member of the co-operative studies committee of the National Education Association; the other on the organization of home-making education in the junior high schools.

Her professional affiliations are many. She is a member of the C. T. A.; the N. E. A.; the Pasadena Teachers Association; the Altrusa Club; and the local, state, and national Home Economics Associations. She has been president of the California Home Economics Association, Southern Section; a member of the State Home Economics Council; and vice-president of the Department of Supervisors and Teachers of Home Economics, National Education Association.

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## Give Them a Chancel

MATILDA MAVOURNIN, Los Angeles

MANY of us are inclined to be unsympathetic with foreign parents. We say they are clannish and would rather cling to their old-country ways than become Americanized. I have found this to be an opinion shaped by ignorance and outward appearances, rather than by knowledge of the real facts.

Last year I taught in one of the numerous mill-towns of this state. I had never before dealt with foreign children or parents. I noticed that the latter were conspicuous by their absence at most of the school's social functions. Furthermore, the children themselves had language difficulty and frequently lapsed into their native tongue.

This situation puzzled me. I determined to do my utmost to mend it. Being an impetuous and headstrong individual, I set to work to begin a night school in which the parents might learn English. This was done despite the many-voiced opinion: "It can't be done."

I secured the assistance of a young Italian girl. We set out one evening to get pupils. About a dozen parents consented to sign up for our course which was to be given on Tuesdays and Wednesdays from 7 to 9 in the evening.

Our first big problem was lights. Because of the inactivity of the mill, inhabitants of the town were obliged to use lamps. My new pupils were so eager to learn that they each gave a portion of their scanty savings to purchase a large lamp and kerosene to burn in both the stove and lamp.

I don't know what I did those first evenings, because few of my class could speak any English and I could speak no Italian. The children who accompanied their parents were of great help in those first lessons, which "broke the ice."

One of the men made a blackboard with some boards and black paint. When this was completed we moved from the school to a little room below the hotel which was more centrally located.

I found this little group of parents, which gradually became smaller, eager to learn our patriotic songs, our flag salute, and in fact, anything I cared to teach them. We translated one or two of the stories from English to Italian. When this was done they insisted that I read it in the Italian, which I did. In this way I persuaded them that they should be more free in trying my language.

Many funny things happened during those hours to make them interesting and I found my

pupils ready of wit as well as eager to learn.

Several of the town-people thought I was using my time and energy where it was not being appreciated. I found my compensation, not in money, but in the satisfaction of seeing my foreign mothers going to the store instead of sending their children, attending school programs and taking part in the singing, conversing with Americans, trying American recipes, reading little stories in English to their children and best of all, encouraging them to do better work in school.

A college student, a son of one of my pupils, said to me one day: "My mother has been in this town for many years and is just now wanting to know the English names for things in our house." I suggested that perhaps she was interested because the other women were and he concluded that this must be the case.

LAST, but not least, I count among my returns for labor the gratitude and friendship of my pupils. They presented me with a fountain pen at the close of the year. The lady who presented it said that they would have liked to give me more but were unable to do so because their husbands had no work.

The following note accompanied the gift:

Dear Miss ———:

*In token of our appreciation of your great service to us, we wish to present to you, in the form of this fountain pen, our sincere thanks, soothed in the thought that behind it lies a greater appreciation which words cannot express.*

*Your Evening Class*

Now I ask you fellow-teachers, does this sound like indifference? Give them a chance and see for yourself.

\* \* \*

Pollak Foundation for Economic Research, Newton, Massachusetts, has issued the following books: Real Wages, Paul H. Douglas; Index Numbers, Irving Fisher; Problems of Business Forecasting, Persons, Foster and Hettinger; Population Problems, Louis I. Dublin; Social Consequences of Business Cycles, Maurice B. Hexter; Is It Safe to Work? Edison L. Bowers; Money, Foster and Catchings; The Road to Plenty, Foster and Catchings; Progress and Plenty, Foster and Catchings; Pollak Prize Essays. Dr. William T. Foster is director of the foundation.

\* \* \*

The Lakes of California, by W. M. Davis, is an illustrated bulletin published by the Division of Mines, California State Department of Natural Resources. Copies may be secured at cost upon application to the State Division of Mines, Ferry Building, San Francisco; price 15 cents each.

## A Tribute to a Teacher<sup>\*</sup>

JO ANGELINE MARCEAU, 8A Class, Culver City

**J**OURNEYING along life's highway we often recall the source of our success,—childhood, school, teachers. Teachers—the password to the door of success! The examples of one's highest ideals of life!

Who corrected my mistakes? Who gave me ideals on life? Who endured hours of labor and

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<sup>\*</sup> Contributed by Bessie O. Brown, District Superintendent, Culver City, California. The teacher is Lorene Furrow.

sorrow to prepare me to go out into the weary, cruel world? Who gave the best of her life to teach me good habits and right character traits? My Teacher.

Who was the one to praise my success, yet relieve the sorrow in my heart because of a failure? It was she, my Teacher. She who comforted my pain and shared my joy. The flowers of life have many thorns, but it is she who tries to make the flowers more sweet.

Friends are dear, and true, and many, but search as I may, none of them are quite like my Teacher, that excellent judge and advisor, faithful follower, cheerful comforter, and devoted and sincere friend—always.

## Integration versus Correlation

EMERY STOOPS, Teacher, Whittier Union High School

**I**TEGRATION is the latest fashion in education. Teachers should not commit the popular fallacy of using correlation and integration as synonyms—they are more nearly antonyms.

Correlation is the older style and signifies the amalgamation or blending of subject-matter. High school principals have been prone to correlate merely by changing the names of courses, by dubbing history and civics with the title of social science. But in schools where correlation actually has been achieved, the procedure has been a fusion of **traditional** content—a procedure of running hoary ingredients through the mixing bowl.

Correlation *per se* does not question the validity of mathematics, science, or Latin, but attains realization when mathematics is merged with science and mathematical science in Rome is studied in Latin. Correlation then, begins with the conventional curricula and co-ordinates them: correlation in the absolute combines all courses into one.

Integration, in contrast, begins not with conventionalized curricula, but with the learner, and here is the antithesis—correlation begins with **content**, while integration starts with the function of the **pupil**. Education has appropriated the term of integration from psychology, a term which denotes the harmonious co-ordination of all parts in the organism. Integration in the pedagogical sense implies an harmonious function of the learner's neuro-mental processes, a unity of experience.

Integration does not necessarily attack, but does not admit traditional subject-matter unless it integrates the child with life experience. Subjects are correlated; pupils are integrated.

Boys and girls cannot be integrated in a vacuum; they act and re-act to objective stimuli, the summation of which is experience. Experience is comprised of domestic, political, social, vocational, and recreational relationships, all mingled and interfused into a composite whole. The normal child does not experience English or geometry as life activity, but he does experience home, state, society, occupations, and leisure, and should be integrated in terms of these with English and geometry only in so far as these elements prevade life activity.

Integration of the learner institutes a thorough re-valuation of content to evolve in harmony with an ever evolving psycho-philosophic conception of life. Correlation may solder subject titles together, but its successor, integration, co-ordinates the neural connections of the pupil into a unified life experience with balance and harmony.

## New School-Books for 1934-35

ROY W. CLOUD

**O**WING to the widespread marked improvement of business conditions, California public schools this spring and summer will place substantial orders for many **new** textbooks. Extensive replacements of standard text and reference books already in use, also will be made.

Reports received at C. T. A. headquarters indicate that school trustees and boards of education now fully realize the gravity of the situation which developed during the past few years and which resulted in the use of old, obsolete, worn-out textbooks.

This curtailment of education has been found to save very little money, inasmuch as the total costs of school-books, reference-books, maps, and similar necessary tools of education, is but a minute fraction of the total school budget. Schools find that it is real economy to maintain adequate supplies of clean, up-to-date textbooks and reference materials.

The Pacific Coast representative of a great publishing house has declared, "It is our experience that a good teacher recognizes the great contribution which books can make, and as a consequence, desires very much to have a plentiful supply of a variety of supplementary and library material on ready call, in addition to the basal textbooks."

United States Commissioner of Education, Dr. George F. Zook, in a recent statement, points out that there was never such a demand for educational opportunity as there is today in the United States. Because of the greatly increased enrollments and the greatly increased leisure-time, due to unemployment of millions of people, the School Library is sorely overworked. Now is the strategic time for the general expansion and improvement of school and classroom libraries through the extensive purchasing of new books.

New Hampshire State Teachers Association, in a recent bulletin, has conclusively shown that considering the infinitesimal part—approximately 2 to 3%—of the cost of public education which is normally represented by textbooks, it is poor business policy to curtail even that small part to the impairment of educational efficiency.

### Maud E. Hayes

ESSIE L. ELLIOTT

*Manual Arts High School, Los Angeles*

**L**ONG BEACH was fortunate when, in 1920, it called Maud E. Hayes to supervise the Home-making Education of its city schools.

Miss Hayes has had an unusually fine and varied background of experience and professional training. She received her B. S. and M. A. degrees from Teachers College, Columbia.

She was successively and successfully director of an East Side kindergarten in New York City; supervisor of free kindergartens in Macon, Georgia; and head of home economics, state home demonstration leader, and specialist in home economics extension work at the Connecticut Agricultural College. She also served under the Hoover Food Relief Administration.

In 1931 Miss Hayes made a most capable program chairman of the home economics section of the National Education Association when it met in Los Angeles. She has written for the Journal of Home Economics, and is editor of the "Home-Making Course of Study for Junior High Schools" published by the Curriculum Department of Long Beach Public Schools.

Her professional affiliations include membership in the National Education Association; the City Teachers Club of Long Beach; the A. A. U. W.; the American Home Economics Association; and the Supervisors Club of Long Beach, of which she was recently president.

Of especial interest to readers of this magazine is the fact that she was a C. T. A. representative for four years. Home Economists will recall her service to the local and state associations of which she has been president.

## The Downtown School

### A Public Schools Week Project in Public Relations

O. S. HUBBARD

*Superintendent of Schools, Fresno*

FOR many years Public Schools Week has been a happy and successful venture in public relations for the schools of Fresno. During this week the schools have thrown their doors wide open to the public and thousands of citizens have seen the children at work in the classroom and on the playground.

The response of the public has been gratifying. However, we were convinced that there was a large group of merchants and clerks in the downtown district whom we were not reaching, either because they had no children in the schools and therefore did not receive our invitations, or because they could not get away to visit schools during the day.

Since we could not bring Mohammed to the hill we resolved last April to bring the hill to Mohammed. We determined during Public Schools Week to establish a school in the heart of the business district. Arrangements were made for the use, rent free, of a large building which unfortunately was empty on account of the depression. We called this the "Downtown School."

Ten classes, ranging from grades one to six, were scheduled to meet, each for a half-day in the "Towntown School."

Two classrooms were set up in the front of the building next to the windows facing the sidewalk, one for upper and one for lower grades. Here classes were taught alternately, one class meeting in the morning, the other in the afternoon.

Through arrangements with Fresno State College, classes and teachers were picked up at the schools each day, transported to the "Downtown School" and back to school.

Signs on the windows such as "See Fresno School Children at Work" invited passersby to come in where they found chairs and could sit while they observed the classwork.

There was so much space in the building that after making provision for the classroom instruction we decided to utilize the extra floor and wall space for a comprehensive exhibit of the work of the Fresno school children. Accordingly an exhibit was installed embracing school products ranging from samples of first grade art to elaborate lathes and furniture made by students in the Fresno Technical High School.

One idea led to another. We next decided to schedule a high school band or orchestra each afternoon for a program from 3 to 5 o'clock. This served as a drawing-card for many people who probably otherwise would not have visited the "Downtown School."

The musical entertainment led to the idea of serving light refreshments to visitors who might drop in. This project was suggested to the Parent-Teacher group and evoked a favorable response. A schedule was arranged. One Parent-Teacher Association assumed the responsibility of receiving visitors and serving tea and wafers each day from 3 to 5 o'clock.

During the year the Fresno City Council of Education (the teachers organization) had financed the taking of five reels of motion pictures showing the children at work in the schools. These pictures covered all phases of work and activity from kindergarten through high school. The thought occurred to us that these pictures could be shown to advantage in the "Downtown School." Accordingly a booth was constructed at the rear of the building, a screen and seats were installed. Here the pictures were shown continuously during Public Schools Week. This proved to be the biggest drawing card of the project.

The next thought which occurred to us was that of writing the various educational and character building agencies of the community to join with the public schools in setting-up exhibits of their work. The Public Library, Boy Scouts, Girl Scouts, Camp Fire Girls, Y. M. C. A., Y. W. C. A. and City Playground Department accepted the invitation of the schools and set up very creditable displays, exemplifying and interpreting the work which they are doing for young people in the community.

The School Department was happy to have these agencies participate in the "Downtown School" venture, not only as a gesture of goodwill but because it presented an opportunity to visualize for the public many of the agencies interested in education and character at work side by side in a great co-operative community endeavor rather than in competition with one another.

Mention should be made of a number of by-products which came as a result of the "Downtown School." The opportunity was presented to display charts and graphs showing school enrollment, school costs, the work of the dental department and of the Junior Traffic Patrol and to distribute to those interested, copies of the

(Please turn to Page 62)

## The Story of the California School Book Depository

CALIFORNIA School Book Depository has opened a depository for the benefit of the schools of Southern California at 1233 South Hope Street, Los Angeles. Display rooms, offices and storage quarters provide for the large supply of school-books handled by this company.

The history of this firm is worthy of presentation. Beginning 1921 Earle G. Chandler and Harry A. Gayton acquired the school-book departments of the Cunningham, Curtis & Welch Company and the H. S. Crocker Company of San Francisco. The business so obtained included the agencies of numerous Eastern publishers.

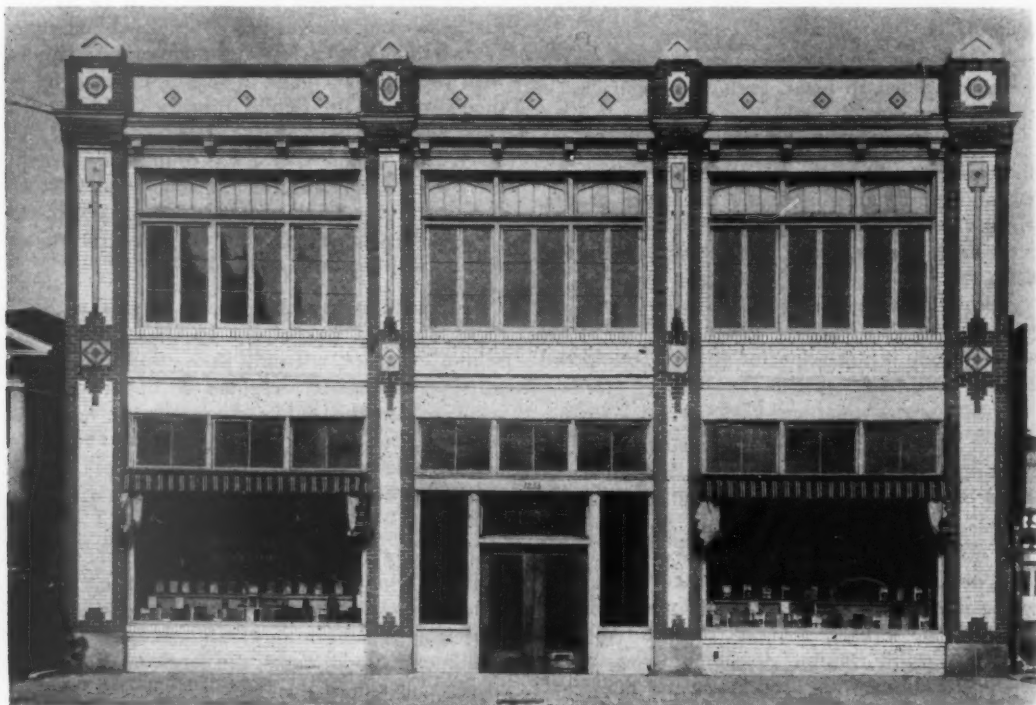
On the second floor of the Cunningham, Curtis & Welch establishment on Market Street, the new organization began to do business under the name "California School Book Depository." The firm soon began to flourish. Both men knew books. They had both been for many years connected with the textbook department of Cunningham, Curtis & Welch and with H. S. Crocker Company.

Prior to this venture the school textbooks had been handled in California more as a sideline by stationers and jobbers than as an individual business. The service given the schools was therefore inadequate and the schools suffered from long delays in delivery or added express charges from Eastern publishers.

To obviate these expenses and loss of time, California School Book Depository filled its shelves with large supplies of books. Prompt delivery, small express bills, and fair discounts from publishers prices, caused a rapid growth in the business. So quickly did the volume of orders increase that the firm took a long-term lease on the entire upper floors of a building at 149 New Montgomery Street, San Francisco, opposite the new Telephone Building.

From the small beginning in 1920 has grown a business that has expanded repeatedly. Because of quick delivery, fair prices, and courteous treat-

(Please turn to Page 53)



*California School Book Depository at Los Angeles*

# California School Book Depository

EARLE G. CHANDLER

HARRY A. GAYTON

## BOOKSELLERS

### *Announce*

The opening of California School Book Depository  
in Los Angeles, March 1, 1934, at  
1233 South Hope Street

**15,000 square feet of floor space**

Text books and educational publications handled exclusively by this firm will be displayed.

The location of this depository in Los Angeles will afford quick service and cheap handling charges for schools in the Southern area. Teachers and librarians of Southern California are cordially invited to visit our sample and salesroom.

Large parking space at side of depository.

California School Book Depository, 149 New Montgomery Street, San Francisco, will continue the same courteous service which has been maintained since 1920.

We are the Authorized California School Book Depository  
for the TEXT BOOKS of the Following Publishers:

American Educational Press  
Appleton, D.-Century Co.  
Banks, Upshaw & Co.  
Barnes, A. S. & Co.  
Beckley, Cardy Co.  
Birchard & Co.  
Bobbs, Merrill & Co.  
Bruce Pub. Co.  
College Entrance Book Co.  
Commercial Text Book Co.  
Comstock Publishing Co.  
Congdon, C. H.  
Crofts, F. S. & Co.  
Doubleday, Doran & Co.

Expression Co.  
Funk & Wagnalls Co.  
Globe Book Co.  
Harper & Brothers  
Harcourt, Brace & Co.  
Hinds, Hayden & Eldredge  
Holt, Henry & Co.  
Iroquois Pub. Co.  
Johnson Pub. Co.  
Knopf, Alfred A.  
Laurel Book Co.  
Lippincott, J. B. & Co.  
Little, Brown & Co.  
Longmans, Green & Co.

Lyons & Carnahan  
Manual Arts Press  
McKay, David Co.  
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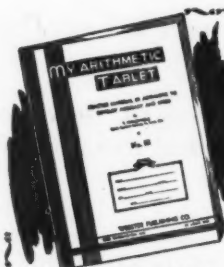
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(Continued from Page 50)

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(Continued from Page 16)

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**Yuba County:** Elementary Schools—Brophy, Browns Valley, Camptonville Union, Challenge, Cordua, Dobbins, Elizabeth, Hansonville, Long Bar, Marigold, New England Union, Oregon House, Peoria, Plumas, Rose Bar, Sharon Valley, Spring Valley, Strawberry Valley, Wheatland.

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## "Yosemite in Spring"

(Continued from Page 8)

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## Dr. Swetman Writes of California

Dr. Ralph W. Swetman, principal of State Normal School, Oswego, New York, and formerly prominent in educational work on the Pacific Coast, has contributed an article to New York State Education entitled Send Me Teachers to Match My Children. It begins:

Above the huge welcoming doors of the State Building at Sacramento, California, are these arresting words: "Send me men to match my mountains." As one pictures in the mind these mountains—to the south the Sierra Nevadas and Sierra Madres, to the north the Siskiyou, with Mount Shasta an isolated snowy cone rising in its 14,000 feet of majesty, the magnitude of this demand bears in.

## A Tribute to Pansy Jewett Abbott

*San Mateo County Superintendent of Schools  
Life Member of C. T. A.*

By DR. FRANK M. STANGER, President  
San Mateo County Teachers Association

SINCE the beginning of the present educational crisis; the teachers of San Mateo County have been learning more than ever to appreciate their resourceful County Superintendent, Pansy Jewett Abbott.

Ten years ago Miss Abbott stepped from the classroom, the scene of her professional career up to that time, into the county superintendency. Since then she has brought to the rural children of San Mateo County improved educational advantages closely paralleling those enjoyed by their city cousins. Having taken her M. A. at Stanford University in the field of school supervision she is especially qualified to improve the quality of teaching. She is now recognized as one of the ablest and best-known county superintendents in the state.

Both as classroom teacher and county superintendent she has always worked hard for professional organization and advancement. The passage of California's first tenure law was due in large measure to her efforts. But especially in the recent critical months her activities in building up support for the public schools have won everywhere the appreciation of friends of education.

*Miss Abbott is presented with Life Membership in California Teachers Association.*

The teachers of San Mateo County have sought for some time for a fitting way to express to Miss Abbott their appreciation of her leadership. It was finally decided, as an appropriate gesture, to present her with a Life Membership in California Teachers Association.

The presentation was made recently at a dinner meeting in Redwood City, attended by about 250 teachers and guests, including district officers of the P.-T. A. Senator Herbert C. Jones of San Jose was the speaker of the evening. The address was a strong presentation of the political situation as it affects the public schools.

\* \* \*

## Oregon Summer Sessions 1934

Operating the second year under the unified system, the Oregon summer sessions will be held again at the six centers—University of Oregon in Portland and Eugene, Oregon State College at Corvallis, Oregon Normal School at Monmouth, Southern Oregon Normal School at Ashland, Eastern Oregon Normal School at La Grande. Second sessions will be held at Eugene and Monmouth.

\* \* \*

Northern Council for Education of Exceptional Children will hold its annual spring meeting on April 14 at California School for the Deaf in Berkeley.

The morning program will be devoted to the evaluation of education for exceptional children, mental hygiene for school and home, and a discussion of what we may expect from glandular treatments in the adjustment of children who are suffering from an unbalanced glandular system.

## Dr. John Robert Gregg



Internationally known authority on business education as seen through the eyes of celebrated portrait painter. Portrait of Dr. John Robert Gregg, well-known authority on business education and originator of system of shorthand bearing his name, now hanging in recently-opened annual exhibition of National Arts Club in New York City. Portrait was done by Sidney E. Dickinson, N. A., whose portraits of world celebrities have won many prizes in art exhibitions.

The afternoon program will be given to a demonstration of what may be done for the deaf and hard of hearing.

\* \* \*

## National Recreation Association Regional Conference

*Recreation Center, Santa Barbara, Thursday, Friday, Saturday, April 5, 6, 7, 1934.*

Lay and professional-recreation leaders will share in an unusually meaty program with subject matter covering essentials in recreational publicity, democratizing the community arts, camps and nature crafts administration, city planning of recreational open spaces, recreation engineering problems, emergency recreation service and administration, departmental and programming problems, emphasizing round table discussion.

The local Arrangements Committee, representative of all phases of community recreation service in Santa Barbara, are determined to make our stay in their beautiful and historic city an event never to be forgotten from the standpoint of charm, atmosphere, sincere hospitality, educational significance and lasting memories. Visitors to the Conference will be guests of Santa Barbara Friday afternoon in a delightful recreational tour, attendance at the Santa Barbara Flower Show and a social hour.—George W. Braden, Western Representative, National Recreation Association.

## Fresno's Downtown School

(Continued from Page 49)

annual report of the Superintendent of Schools to the Board of Education, and of "High Lights," the official publication of the Fresno City Teachers Council.

In order to receive visitors and escort them around to the various features of the school, a number of high school girls were scheduled for duty for definite hours each day. Boys were assigned the responsibility of operating the motion picture machine according to a schedule worked out in advance. The training given these young people in responsibility and service was one of the important by-products of the undertaking.

This year the "Downtown School" project will be repeated and extended. The school will be operated in the Municipal Auditorium and will be county-wide in scope. The County School Department has been invited to co-operate with the city schools and an invitation has again been extended to the character-building agencies of the county. An invitation has been sent this year to all agencies interested in handicapped children and in the health of children. These agencies include American Red Cross, Fresno County Crippled Children's Society, Nutritional Home, and Wishiah Sanitorium. The project has really resolved itself into a miniature White House Conference in which all agencies interested in the welfare of children, regardless of the angle, will participate.

From a public-relations point-of-view the "Downtown School" was very successful. Three thousand adult visitors were clocked during the week. Very many of these were business men and employees who could not have been reached through our regular schools. This year we are counting on ten thousand visitors.

Those who are concerned with costs will be interested to know that the total cash outlay for the "Downtown School" was \$45.40, all of which came from private sources. This covered expenditures for water, light, painting of signs and posters, bus driver and operation of bus.

\* \* \*

Clara Coldwell, principal, Hanford Evening High School, has published an excellent mimeographed course-of-study, 32 pages; printed by the office practice class of the high school. This progressive course will be of interest to all workers in the evening high school field.

\* \* \*

The children of Roosevelt Elementary School in Burlingame publish an interesting, illustrated, mimeographed school-paper entitled The Roosevelt Scribble. Principal of the school is Oscar Olson; Bill Lane is president of the student-body.

## C. T. A. Bay Section Honor Schools

(Continued from Page 20)

Jacksonville, Montezuma, Moccasin Creek, Poverty Hill, Rawhide, Tuttletown, Twain Harte, Wards Ferry.

**Alameda City:** Everett, Lincoln, Longfellow, Mastick, Sadler, Versailles, Washington, Alameda High School.

**Berkeley:** Hillside, John Muir, Le Conte, Longfellow, Oxford, Whittier.

**Modesto:** Roosevelt, Capitol, Enslen, Franklin, John Muir, Lincoln, Washington, Wilson.

**San Jose City:** Americanization Department, Continuation, Herbert Hoover Junior High, Peter H. Burnett Junior High, Theodore Roosevelt Junior High, Woodrow Wilson Junior High, Anne Darling, College Park, Gardner, Grant, Hawthorne, Hester, Horace Mann, Jefferson, Lincoln, Longfellow, Lowell, M. R. Trace, Washington.

**Stockton:** Stockton High School, Continuation High, Bungalow, Luther Burbank, El Dorado, Fair Oaks, Franklin, Fremont, Lottie Grunsky, Grant, Hazelton, Jackson, Jefferson, Lafayette, Lincoln, McKinley, Monroe, Junior Trade, Roosevelt, Victory, Washington, Weber, Weber Primary, Woodrow Wilson, Bret Harte Preventorium.

**Vallejo:** Vallejo High School, Charles F. Curry School, Farragut, Grant, Roosevelt.

**Oakland:** Allendale, Chas. Burckhalter, Anthony Chabot, Clawson, Cleveland, E. Morris Cox, Crocker Highlands, Durant, Edison, Elmhurst Junior High, Franklin, Frick Junior High, Alexander Hamilton Junior High, Highland, Herbert Hoover Junior High, Jefferson, Lafayette, Lakeview, Laurel Annex, Lazear, Horace Mann, Manzanita, Maxwell Park, McChesney, Susan McFeely, Montclair, Parker, Piedmont Avenue, Santa Fe, John Swett, Toler Heights, Tompkins, Webster, Whittier.

**San Francisco:** Francisco Junior High, Bret Harte, Buena Vista, Commodore Stockton, Garfield, Golden Gate, Grattan, Hillcrest, John Muir.

Additional Bay Section Schools are listed on Page 64.

## In Memoriam

Mrs. Dora M. Brewster-Smith, teacher in California Street Elementary School, Los Angeles.

Margaret Fortier, teacher in Oakland schools for many years.

Eileen G. Eyre, instructor in dramatics and dancing at San Mateo High School for the past five years. She graduated from University of California, studied in Germany and France and was a very popular member of the high school staff.

Nelle Marie Wright, teacher in Colwa Elementary School for the past ten years.

Mrs. Julia E. Freeburn, 41 years of age, teacher in Lincoln Elementary School, Exeter.

J. O. Osborn, for many years principal of Redding High School and widely-known in educational circles in northern California.

## 28 Courses in Education with Full University Credit

Spring Quarter - April 2 to June 16

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EDUCATION courses during the Spring Quarter enable teachers to continue their work toward degrees at late afternoon or evening hours with instructors who are specialists in their respective fields.

### Schedule of Spring Quarter Courses

COURSE	No.	INSTRUCTOR
Fundamentals in Education .....	102	Thompson
Public Education in the United States.....	103	Ford
Character Education .....	107f	Starbuck & Staff
Problems of the Teaching Personnel.....	112	Tiegs
School Organization and Administration.....	116	Hull
Organization and Administration of Elementary Education.....	118f	Hauck
Supervision of Instruction .....	119	Crawford
Problems in Primary Methods and Supervision.....	126	Adams
Problems in Elementary School Curriculum.....	127f	Lane
Problems in Elementary School Curriculum.....	127s	Lane
Problems in Elementary School Curriculum.....	127t	Sherer
Psychology and Methods in Elementary School Subjects.....	129f	Adams
Educational Psychology, Introductory .....	130	Scholtz
Educational Psychology, Introductory .....	130	Raubenheimer
Growth and Development of the Child.....	131	Raubenheimer
Mental Differences and Educational Adjustments.....	132	Lefever
Educational Guidance and Counseling in Elementary Schools.....	133	Lefever
Introduction to Statistical Methods.....	137	Watt
Educational Tests and Measurements.....	138	Tiegs
Social Aspects of Education.....	141	Campbell
Education for Citizenship .....	142	Rogers
Vocational Guidance .....	144	Campbell
Secondary Education .....	150	Touton
Junior High School Education .....	153	Watt
Classroom Methods and Management in Secondary Schools.....	156	Crawford
Physical Education in Secondary Schools.....	163	LaPorte
Methods of Teaching Moving Picture Appreciation.....	175C	Campbell
The Teaching of Social Sciences.....	188	Brown
The Improvement of Teacher-Learning Activities in Secondary Schools.....	252	Weersing

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California Teachers Association State Council of Education now has the following representatives from affiliated organizations: Mrs. William J. Hayes, president, California Congress of Parents and Teachers; J. R. McKillop, president, California Association of Secondary School Principals; Harley W. Lyon, president, California Elementary Principals Association; Miss Evelyn Chasteen, president, California Kindergarten-Primary Association; Clarence L. Phelps and Alexander C. Roberts representing California State Teachers Colleges; F. C. Weber, president, California Vocational Federation.

## Coming Events

**March 24**—State Council, California Elementary School Principals Association; annual meeting; Pasadena.

**March 26-28**—California State Conference on Secondary Education; Fresno.

**April 5-7**—State Board of Education, regular quarterly session; Oakland.

**April 8-13**—Music Supervisors National Conference; 23d meeting, 4th biennial; Chicago; permanent headquarters, 64 East Jackson Boulevard, Chicago.

**April 14**—California Teachers Association annual meeting; Palace Hotel, San Francisco.

**April 18-20**—National Association of Penmanship Teachers and Supervisors; annual meeting; Claypool Hotel, Indianapolis.

**April 23-29**—California Public Schools Week.

**April 28-May 5**—National Youth Week.

**May 1**—National Child Health Day; tenth anniversary.

**May 1-4**—California Congress of Parents and Teachers; annual convention; Sacramento.

**May 13-19**—National Congress of Parents and Teachers; 38th national convention; Des Moines.

**May 18**—International Goodwill Day.

**June 27-28**—University of Chicago Conference on Business Education; at University of Chicago School of Business.

**June 30-July 6**—National Education Association; Washington, D. C.

**July 9**—California School Employees Association; annual conference; Berkeley. George J. Luhrs, of Tracy, is president.

**September 3-6**—American Public Health Association; 63d annual meeting; Pasadena.

Additional Bay Section 100% schools, up to **February 26**, are: Alameda County: Marin School, Albany; Piedmont City Schools are 100% for the 13th consecutive year, Contra Costa: Oakley. Lake County Schools are 100%. Marin: Inverness. Napa: Liberty, Oakville, Soda Canyon. San Joaquin: Enterprise, Grant. Santa Clara: Burrell, Machado. Tuolumne: Buck Meadows. Stockton City Schools are 100%. San Francisco: Andrew Jackson, Kate Kennedy, Laguna Honda, Raphael Weill, Sunshine, West Portal, Yerba Buena.

Additional North Coast Section Honor Schools are: Mendocino County—Nokomis, Ukiah Elementary, Ukiah Union High.

George Washington University, Washington, D. C., announces conferences and courses in education, summer of 1934.

California teachers who attend the N. E. A. summer meeting at Washington, D. C., can enroll.

Descriptive bulletins may be obtained from the State Department of Education, Sacramento.

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# I'VE BEEN TO MEXICO



**T**his advertisement is written by a man who just returned from his first trip to Mexico.

I went down and came back on the *West Coast Route* of Southern Pacific, spending two days at Mazatlan, three at Guadalajara, seven in Mexico City. And my most vivid impression of Mexico is the kindness and friendliness of its people. Not once did I suffer any inconvenience or discourtesy at their hands.

Other memories crowd in . . . of the first American money I exchanged. For \$40 I received 141.20 pesos — a tremendous roll! The crowds that came down to meet the train at every stop, on this West Coast where the arrival of a train is still a big event. The fresh pineapple I bought at Rosario. The mountains shaped like jigsaw puzzles. The beautiful women at Mazatlan. The thrill of my first experience at deep-sea fishing in that tropic harbor.

Guadalajara's market place attracted me far more than the magnificent churches. There was a street almost filled with sombreros, another with pottery and baskets. Mexico City (they call it simply "Mexico" down there), a beautiful city in a valley 7,440 feet above the sea. The struggle I had learning to pronounce *Ixtaccibuatl*. The policeman who stopped all traffic while I photographed a Charro during the Sunday parade at Chapultepec Park. The little boy who poled us through the floating gardens at Xochimilco.

## FARES ARE LOW

The roundtrip from San Francisco to Mexico City is \$107.25; from Los Angeles \$96.10. Starting May 15, the fare will be \$86. Pullman charges have been reduced. Through Pullmans now from Los Angeles to Mexico City in three days.



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